DOCUMENT RESUME

ED 071 968 SO 005 268

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TITLE	Cuban History and Culture, Social Studies: 6478.19.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	103p.; Authorized Course of Instruction for Quinmester Program
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Acculturation; Activity Units; Adjustment Problems; *American History; Behavioral Objectives; Cultural Awareness; Cultural Background; Curriculum Guides; Human Relations Units; Immigrants; Junior High Schools; Latin American Culture; *Minority Groups; *Refugees; Resource Guides; *Social Studies Units; Spanish Americans; *Spanish Culture
IDENTIFIERS	Cubans; Florida; *Quinmester Program

ABSTRACT

In this elective quinmester course clustering around behavioral studies, Junior high students study Cuban heritage; Cuban events leading up to the migration to the U.S.; and Cuban-American population as it now exists in the U.S., including refugee problems, contributions, and the future. The focus is upon helping teachers and students understand and view the Cuban influx in Miami as a unique social phenomenon by comparing similarities between problems faced by earlier immigrants to America and those faced by minority groups such as today's Cuban refugees. The course content outline contains seven parts: 1) the nature and significance of the Cuban influx; 2) a brief survey of Cuban culture, geography, and history; 3) a study of America's Spanish heritage; 4) the psycho-social, economic, language, educational, and cultural problems of the immigrants; 5) contributions made by Cubans; 6) significance of cultural pluralism; and 7) examination of how the study might affect the future relationships of Cubans in Miami, along with suggestions for better human relations. The format arrangement is identical to other quinmester courses with sections on goals, content outline, objectives, learning activities, and materials. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Cuban History & Culture
6478.19
6470.40
Social Studies

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 071968

SOCIAL STUDIES

CUBAN HISTORY AND CULTURE

6478.19
6470.40

Written by

Don D. Alchin, Jr.

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE GOALS:

1. THE STUDENT WILL COMPARE THE SIMILARITIES BETWEEN PROBLEMS FACED BY THE EARLIER IMMIGRANTS TO AMERICA AND THOSE FACED BY MINORITY GROUPS SUCH AS TODAY'S MIAMI CUBANS.

2. THE STUDENT WILL IDENTIFY SOME OF THE CONTRIBUTIONS WHICH THE VARIOUS ETHNIC AND NATIONAL GROUPS HAVE MADE TO LIFE AND CULTURE IN CUBA, PAST AND PRESENT.

3. THE STUDENT WILL DESCRIBE AMERICA'S SPANISH HERITAGE, EMPHASIZING THE ROLE WHICH THE UNITED STATES AND OTHER NATIONS, AS WELL AS THE CONQUISTADORES AND LATER INHABITANTS OF CUBA, PLAYED IN THE COLORFUL PAST OF SOUTH FLORIDA AND THE CARIBBEAN.

4. THE STUDENT WILL ANALYZE THE PROBLEMS OF CUBAN REFUGEES SINCE 1959, AND HOW THEY HAVE BEEN SURMOUNTED IN THE EXILE'S ADJUSTMENT TO A NEW LIFE IN DADE COUNTY, FLORIDA.

5. THE STUDENT WILL EXAMINE THE VALUE OF THE CONTRIBUTIONS WHICH THESE REFUGEES HAVE MADE TO THE LOCAL AREA AND ELSEWHERE, AND, AS A RESULT, HOW THEY ARE OFTEN MORE ALIKE THAN DIFFERENT FROM A SIZEABLE PART OF THE TOTAL COMMUNITY OF GREATER MIAMI.

6. THE STUDENT WILL DISCUSS CRITICALLY THE CUBAN REFUGEE'S ROLE IN REGARD TO SOUTH FLORIDA ACHIEVING A WORKING BALANCE BETWEEN ITS CITIZENS, FACILITIES, AND ECOLOGICAL ENVIRONMENT.

7. THE STUDENT WILL PREDICT HOW HIS OWN, AND OTHERS' INVOLVEMENT IN THIS STUDY MIGHT AFFECT THE FUTURE RELATIONSHIPS OF CUBAN AND OTHER SOCIAL UNITS IN DADE COUNTY, AND SUGGEST POTENTIAL MEANS OF BETTERING HUMAN RELATIONS ON A LOCAL LEVEL.

COURSE DESCRIPTION: A STUDY OF THE CUBAN HERITAGE; EVENTS LEADING UP TO THE MIGRATION TO THE UNITED STATES; FOCUSES ON THE CUBAN POPULATION IN THE U.S., ITS PROBLEMS, CONTRIBUTIONS, AND FUTURE.

CLUSTER: BEHAVIORAL STUDIES
GRADE LEVEL: 7 - 9
COURSE STATUS: ELECTIVE
INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: An understanding of Cuba and Cubans is essential for U. S. citizens if we are to deal intelligently with one of the most important problems ever faced in Latin America. A great deal of what has been written since Castro's revolutionary forces took over Cuba has been, for the most part, governed by personal and national reactions since 1959. This same attention given to Cuba by the world at large has been out of all proportion to its area, its population, and even to its significance as the world's greatest producer of sugar. It also contrasts strangely with our relative neglect of Cuba in the years before the revolution, especially in view of American proximity and familiarity. A similar case can be made for some of the attention which has been directed toward the Cuban refugees who have gone, and are still going, into exile in America particularily in Dade County.

This course of study is an endeavor to aid teachers and students to understand the Cuban influx in Miami as a unique social phenomenon, examining its local aspects and its relation to exile values and problems, with a minimum of passionate, highly colored reports and inadequately-researched material. The principal concern is objective analysis of the Cuban cultural evolution from colonial days to the present and conscious effort toward promoting an independent point of view consistent with the principles of a democratic nation.

COURSE CONTENT OUTLINE:

I. THE SETTING (AN INTRODUCTION)

- A. Nature of the Cuban Refugee.
- B. Significance of the Cuban influx.

II. CUBA -- "THE PEARL OF THE ANTILLES"

- A. The geography
- B. Life and culture of the people.
- C. A survey of Cuban history.

III. AMERICA'S SPANISH HERITAGE

- A. Major Spanish-American areas in the United States.
- B. Cuban-American population centers today.
- C. Spanish influence in Miami.
- D. The impact of the Cuban influx, in Dade County, past and present.
- E. South Florida's Latin flavor is not exclusively Cuban.

IV. PROBLEMS OF THE CUBAN REFUGEE IN MIAMI

- A. Psycho-Social.
- B. Economic.
- C. Language.
- D. Educational and Training.
- E. Cultural.

V. CONTRIBUTIONS WHICH CUBANS HAVE MADE TO THE UNITED STATES

- A. Revival of the "American Dream."
- B. Civic-Cultural-Citizenship effects.
- C. Propped up local sagging economy in the 1960's.
- D. "Cubanized" urban renewal -- both business and residential.

VI. THE MIAMI MELTING POT

- A. Environmental and social diversity of Dade County, Florida.
- B. The Airlift: 1 in 4 will be Cuban by 1975.
- C. An exile's political role.
- D. The achievement of a working balance between the people, facilities, and environment in the future.

VII. THE FUTURE

- A. Is Miami becoming a bilingual, international city -- a true "Gateway to the Americas?"
- B. Return to Cuba if Castro falls?
- C. The Cubans -- "Miami's Great Hope?"

NOTE: It may be useful to consult one or more of the following quinmester courses while studying Cuban History and Culture.

I. Junior High

A. The People of Dade County (focuses upon the interaction of the main ethnic groups here)
B. Living in Dade County (detailed examination of student's immediate community)
C. Latin America: Struggle for Stability (N.A.-L.A. relationships, and other topics)
D. International Trouble Spots (Cuba has often been an internationan trouble spot).
E. Dawn: The Birth of Selected Civilizations (includes the role of cultural diffusion vs. isolation).
F. Minorities in American Society (includes contributions of minority groups)
G. The Florida Story (ethnic groups in the state, among other topics covered)

II. Senior High

A. America Since the Civil War (provides some insight into local Cuban-Black relations)
B. A Nation of Immigrants (analysis of impact of immigration of American culture)
C. Race Relations Around The World (alternatives for improving race relations in society)
D. Totalitarianism in the 20th Century (defining, analyzing, comparing and evaluation of)
E. Americanism Vs. Communism (in-depth study and comparison of capitalist and communist systems)
F. Introduction to Sociology (similarities and differences found among various human groups)
G. Prejudice in America (ways behavior patterns may be changed from history, current events, and within the pupils' immediate surroundings)
H. Human Relations (how and why people behave toward each other the way they do)

GOAL 1: THE STUDENT WILL COMPARE THE SIMILARITIES BETWEEN PROBLEMS FACED BY THE EARLIER IMMIGRANTS TO AMERICA AND THOSE FACED BY MINORITY GROUPS SUCH AS TODAY'S MIAMI CUBANS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE SETTING (AN INTRODUCTION)	A. The student will describe the nature of the Cuban refugee.	1. Introduce the meaning of: a. Refugee - someone who flees for safety, or for personal freedom, especially to a foreign nation. b. Exile - an individual who is voluntarily absent from one's native country. c. Descendant - child of a certain ancestor, family, or group d. Ancestor - one from whom an individual is descended and wh is usually more remote in the line of descent than a grand parent. 2. Show one, or more films from each of the following two categories: a. Indians: (our first immigrants) American Indians Before European Settlement American Indians Today Indian Influences in the U. S. Seminole Indians NOTE: If none of these films are available, there are mar other films about Indians which may be substituted. b. Immigrants: American Anniversary Land of Immigrants Immigration Immigration in American History Our Immigrant Heritage NOTE: Consult the Materials Section for descriptions; also, other appropriate audio-visual resources may be used. 3. Alternate or Supplemental Activity - Discuss with class, or have them read about immigrants to America from each of the following two categories:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Indians: Bean Soup (Crawford), Chapters 1, 2 Billion-Dollar Sandbar (E.P. Dutton), Chapter 2 La Florida (Steck-Vaughn), Chapter 1, 2 South Florida Frontiers (Florida Power & Light), Chapter 1 Other books may be used. b. Immigrants: American Civics (Harcourt Brace), pp. 239-245 Challenges In Our Changing Society (Laidlaw), pp. 269-273. Civics For Citizens (J.P. Lippincott), pp. 286-288 Any American History textbook, etc. may also be used. 4. Discuss the similarities, and differences between earlier "newcomers" to America and the Cuban refugees who have fled Communism since Castro's rise to power. In addition, consider the following in the discussion: a. Who were the very first immigrants to America? b. Are some of their descendants present in Dade County today? c. Why did each immigrant group come to America? d. Which group came: (1) voluntarily? (2) involuntarily? (3) for other reasons? e. What are some of the contributions which each immigrant group has made to the United States? f. Identify some of the problems which each immigrant groups, or immigrants in general, has faced? g. Were any of your ancestors immigrants? h. If so, why did they come to America? NOTE: If any pupils, teachers, parents, or others could address the class about their, of a family member's personal experience as a Cuban refugee, it might add considerably to the discussion. Encourage such (positive) responses.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		If desirable, this activity might be: a. A general discussion. b. A teacher-directed note-taking session c. A written assignment d. An individual, or group oral report, etc. e. Any combination of the above
	B. The student will describe the significance of the Cuban Influx.	1. Read to the class, or have them read, "How One Family Left Homeland and Started New Life in Miami," by Frank Soler, The Miami Herald, June 18, 1971, p. 16G (or substitute another appropriate, perhaps more current, or better suited for a particular class using this course of study, article which illustrates the "personal" adjustment of a Cuban exile to his new life in America). Alternate References "A New Life for Cuban Exile," by Antonio A. Micocci, American Education (U.S. Off. Educ.), March 1965, pp. 29-43. "A Young Cuban's Odyssey End in the Mainstream," by Raul Ramirez, The Miami Herald, June 18, 1971, pp. 3-4 -G. "At 71, Refugee M.D. Earns License," by Frank Soler, The Miami Herald, Dec. 13, 1970, p. 21-E. The Cuban Immigration (1959-1966) and Its Impact on Miami and Dade County, Florida. (The Research Center for Cuban and the Caribbean, University of Miami). "The Other Cuba," Senior Scholastic, May 13, 1966, pp. 11-13. Discuss the individual problems which the refugee himself faced as illustrated in the article, or data. Ask the students how they would, if faced with similar situations, adjust to their new way of life? After a brief discussion, ask students to write a paragraph, composition, or essay: "What I Would Do If Suddenly Forced To Immigrate (Flee)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

To _____." (Students should choose an urban area in a European or Latin America nation where English is not the official language).

2. Explain the immediate effect (1959-1969) of the Cuban influx upon the local community <u>at large</u>. Consider its impact upon:

   a. The schools
   b. Housing
   c. Employment
   d. Population and urban growth
   e. Medical and welfare facilities
   f. Human relations
   g. Other public agencies and facilities

<u>References</u>

<u>Billion-Dollar Sandbar</u> (E.P. Dutton), pp. 25, 37, 125-126, 140, 154, 249, 169.
<u>Bean Soup</u> (Crawford), pp. 42-45.
<u>Cuban Refugee Report</u> (Dade County Public Schools), various editions.
* <u>Our Citizens From the Caribbean</u> (Webster, McGraw-Hill), pp. 109-114.
Other books, and articles may be used.

* This is an excellent source.

GOAL 2: THE STUDENT WILL IDENTIFY SOME OF THE CONTRIBUTIONS
GROUPS HAVE MADE TO LIFE AND CULTURE IN CUBA, PAST AND PRESENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. CUBA -- "THE PEARL OF THE ANTILLES." NOTE: It is the suggested purpose of this section (A. To investigate the geography ...) of the course that the student should get a broad overview of the topic, not an in-depth study of any particular phase of the story of "The Pearl of the Antilles."	A. The student will gather data about the geography of Cuba.	1. Present to the class, or have them research (for homework or group work) the following vital statistics for Cuba: a. Population: (1) most recent census (2) estimate for this year (3) projected figure b. Political divisions (the provinces) c. Area: (1) size in square miles (2) coastline length d. Elevation: (1) highest (2) lowest e. Capital city: (1) including population (2) its suburbs f. Climate g. Official language h. Ethnic backgrounds i. Religion j. Chief products: (1) agriculture (2) mining (3) manufacturing k. Currency l. Former colonial status m. Independence date n. Chief of state o. Type of government p. National flag q. National hero r. National flower s. Popular sports t. Points of interest

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		u. Holidays and important dates v. Flora w. Fauna Ask: "Are there any other 'brief facts' for Cuba which should be added to this list?" References Encyclopedias (good source). Almanacs and atlases of the world, or the Americas. Other geographic reference works (South American, Caribbean Handbooks, etc.) Travel publications (Pan American's New Horizons World Guide, for example). Geography and other textbooks on Latin America, the West Indies, Cuba, etc. Pamphlets, leaflets, etc. in library vertical files. Past issues of Junior Scholastic, Senior Scholastic, World Week, etc. (Consult Materials section in this course of study). Individual maps (National Geographic, etc.) Consult your school librarian. 2. Have the students label an outline map of the Western Hemisphere with the following information: a. Cities (1) Miami (2) Key West (3) Havana (4) Mexico City (5) Santiago, Chile (6) San Juan, Puerto Rico b. Bodies of water (1) Atlantic Ocean

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(2) Pacific Ocean (3) Caribbean Sea (4) Gulf of Mexico c. Countries (1) Canada (2) Mexico (3) United States (4) The six Central American nations (5) The eleven countries in South America d. Islands (1) Cuba (2) Jamaica (3) Cayman Islands (4) Bahamas Islands (5) Puerto Rico (6) The Florida Keys (7) Hispaniola (and Haiti, and the Dominican Republic) e. Other data (1) Florida (2) The Gulf Stream (3) Greater Antilles (4) Lesser Antilles (5) Bay of Pigs (6) Windward Islands (7) Leeward Islands (8) U. S. Panama Canal Zone (9) Guantanamo Bay U. S. Naval Base Ask the class if any <u>important</u> locations have been omitted on our map of the Americas? 3. Briefly refer the students to some of the present Cuban influences, contacts, etc. throughout the Western Hemisphere: a. Commerical air service to Mexico City and Santiago, Chile. b. Diplomatic relations with Canada, among others.
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FOCUS	OBJECTIVE	LEARNING ACTIVITIES

c. Che Guevara's guerrilla warfare failure in Bolivia.
d. Bay of Pigs invasion site, and preparations in Central America.
e. Many Cuban exiles live today in Puerto Rico.
f. Some refugees use the Gulf Stream to escape from Cuba to the Florida Keys and Bahama Islands.

Ask what other examples might be included in the preceding list?

NOTE: This map, upon completion, should be set aside for use in a later activity.

4. View the film, Cuba, or another similar film, or filmstrip.

Alternate Films:

Caribbean Sky Cruise
Cuba: The Land and the People
West Indies
West Indies: Geography of the Americas

As a summary of the film, and a brief review of Cuban geography, direct the student's attention to the following description of the island's location, size, and surface features:

> Cuba, an island 745 miles long and not over 90 miles wide at any point, lies east and west across the Gulf of Mexico, 90 miles south of Key West, Florida. This "Pearl of the Antilles" has a wealth of scenic beauty, historical treasures, agricultural products, and mineral deposits. Located just inside the Torrid Zone, Cuba is the largest and most populous isle of the West Indies. Cuba is gifted with a tropical climate, moderate temperatures, a long growing season, adequate rainfall, and excellent soils for tropical crops. While the general impression of the island is one of rolling hills, it is in fact quite mountainous in parts.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		To the west of Havana is the Sierra de los Organos, with elevations of 2,500 feet; toward the center of the island are the Trinidad Mountains, rising to 3,700 feet; in the east, the Sierra Maestra has peaks reaching 6,500 feet. However, more than half of the land area consists of coastal lowlands and rolling green valleys. About one-sixth of the land is forested. The rough, stony headlands east of Guantanamo Bay are simi-arid and the source of copper, nickle, chrome, and iron ores. Deep pouch-shaped bays along the irregular coastline make good natural harbors. Numerous keys and islets dot the coast, the largest being the beautiful Isle of Pines, famous for its fruits. 5. Following the audio-visual presentation and a follow-up discussion, and using the map from the previous activity, as well as any other available reference materials, review these aspects of Cuban geography: a. Cuba is the largest, and one of the most beautiful of the Caribbean islands. b. It is the same size as which state in the United States? c. In addition to the U.S., Cuba is very close to which other three Caribbean area nations? d. Like Florida, hurricanes are an ever-present threat to Cuba. e. Why can Cuba truly be called a "natural botanical garden?" 6. Let interested and/or advanced students read and report on other features of Cuban geography. Suggested topics: a. Origin of "Cuba" and "Pearl of the Antilles." b. Inland waterways c. Coasts and islands d. Physiography

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

e. The climate
f. Natural resources
g. Geology and structure (See Encyclopedia Britannica).
h. Geographic regions (refer to Encyclopedia Britannica).
i. Vegetation
j. Animal life
k. Other (student selected, teacher approved topics)
l. Specialized maps (reproducing and enlarging from texts atlases, etc.)
   (1) products
   (2) population
   (3) rainfall
   (4) wind and ocean currents
   (5) landscape
   (6) minerals
   (7) elevation
   (8) transportation
   (9) literacy
   (10) political
   (11) historical
   (12) other

7. Have students complete an outline map of the island of Cub in which they show the following:

   a. Capital city
   b. Isle of Pines
   c. Bay of Pigs
   d. Gulf Stream
   e. Caribbean Sea
   f. Atlantic Ocean
   g. Gulf of Mexico
   h. Gulf of Batabano
   i. San Pedro River
   j. Cauto River
   k. Three mountain ranges

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		l. Cities with a population of over 100,000 (including the provincial capital cities). m. Guantanamo Bay U. S. Naval Base n. The provinces 8. As part of the map activity, discuss the following: a. Topic (1) Cuba's imports and exports have always passed through the capital, Havana. Here there are air and shipping facilities. Havana was once an important tourist center. (2) Cuba's economy has always depended on the world sugar market, despite the extensive deposits of minerals in the eastern part of the island. Even today, with Castro, sugar remains the leading crop and sugar processing the most important industry. Tobacco, now a close second in importance, has replaced tourism. (3) Stock raising and related processing industries are also of importance. Among the many fruits grown on the island, bananas and pineapples are of excellent quality. Today chemicals are exported along with sugar and tobacco. (4) Since 1959 Cuba has depended on Russian economic aid to survive. (5) The word Cuba comes from the Indian word Cubanacam, meaning center place. The island is known, too, as "The Pearl of the Antilles" because of its beauty. b. For further discussion (1) In what ways has Havana changed since she became a center of a communist society? What was the city like before the revolution? (2) What are some of the problems that are faced by countries like Cuba, where sugar is so large a part of the economy? (3) Why can't the people in Cuba turn to industry to help raise their standard of living? Why is the Cuban revolution a serious change in the status quo of the West Indies?
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FOCUS	OBJECTIVE	LEARNING ACTIVITIES

(4) In what ways has Cuba's economy changed since she became a Communist State?
(5) In what ways is Cuba a beautiful isle? Who were the Indians who named the island, and what happened to them?

At this time, begin having some of the reports (see suggestions in activity number 6) presented orally to the class.

9. Assign interested students to committees and/or individual projects for further research and reporting on the geography in respect to:

a. Economic history
b. Communist influences on the economy
c. Exports and imports (both before and after 1959)
d. Transportation and communication
e. Industrial activity:
   (1) agricultural
   (2) mining
   (3) manufacturing
f. Cultural geography
g. Other

References

Anglo-America Latin America (Sadlier), pp. 156-157.
Encyclopedia Britannica.
Encyclopedia (and other) yearbooks.
Introduction to the Latin American Republics (Pan American Union), see the two-page section on Cuba.
Latin America 1967 (Stryker-Post), pp. 24-26.
Twentieth Century Cuba (Anchor), Chapter 1, 3 (and consult the comprehensive index).
World Almanacs.
World Book Encyclopedia (1967), pp. 932-937.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Also consult references listed for activity number 1 in this section, (II. A. To gether data ...).
	B. The student will analyze the life and culture of the people.	1. Discuss with the class about the people of Cuba. a. The Population (1953 census) (1) White 73% (2) Black 12% (3) "Mestizo" 14% (mostly mulattoes) (4) Yellow 1% b. Where they live (1) About 60 per cent live in urban areas. (Contrary to general impressions, Cuba is <u>not</u> a country of peasants). (2) About 40 per cent live in rural areas. (3) About 20 per cent live in the capital city, Havana. c. Other factors (1) A majority of the white population is of Spanish descent. (2) Most of the peaceful Arawak Indians, the original inhabitants of Cuba, died from overwork and disease soon after the unmerciful Spaniards arrived in 1492 and enslaved them. (3) There <u>was</u> a large middle class in Cuba (many have gone into exile since 1959). (4) About three-fourths of the people are literate; illiteracy is concentrated in rural areas -- 42 per cent was the national rural average. (Castro has attempted to educate many of these individuals). (5) The population density is <u>high</u> (32 persons per square mile) for Latin America -- only Haiti, El Salvador, and the Dominican Republic have higher densities; the population is increasing, too (compare the 1953 census, today's estimates, and the projected figure).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

(6) What effect does the Airlift, if any, have upon the population increase?
(7) It should be noted: some estimate the racial makeup of the population as: 30% white, 20% "mestizo," 49% Negroid, and 1% Oriental.

References

Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 104-109.
South American Handbook (1960), p. 820.
Twentieth Century Cuba (Anchor), Chapter 2.
World Book Encyclopedia (1967), p. 932b.
Other encyclopedias, textbooks, reference books, etc.

Now is the time for "the artists, painters, and mathematicians" in the class to construct some graphs and charts, etc. to better illustrate these statistics.

2. Show the film, Cuba: The Land and The People, or another appropriate film or audio-visual resource.

Alternate Film titles

Old Spain on the Caribbean
Latin America: An Introduction
West Indies: Lands in Transition
West Indies: Geography of the Americas

NOTE: These films, including Cuba: The Land and The People, have been suggested for use in previous activities.

Refer the students to the ethnic groups and social patterns of the people of Cuba:

a. While no physical traces of them remain, the Indians bequeathed to modern Cuba the bohio, the most common dwelling of the rural areas, and the culture (explain various

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		meanings of culture at this point) and utilization of many plants, notably tobacco and cassava. b. Some African slaves arrived in 1517, however in the 1790's, when they were rapidly imported for the expanding sugar industry, the Negro population (not all of them were slaves) exceeded the white -- until 1850. Later, others immigrated from Haiti and Jamaica for the sugar harvest. c. Of considerable importance, though few in number are the Chinese, who originally came as indentured servants (eight year contracts) after Spain abolished -- for the third, or fourth time -- slavery in their colony in 1845. Later, their number declined, they mixed with other races, and many became important small businessmen. In 1959 there was an influx of Chinese Communist diplomats, technicians, and others. d. While mainly Spanish, the dominant white population included many Europeans, along with British, Americans, and Canadians. After World War II, many displaced persons came to Cuba. Today there are technicians and military personnel from behind the Iron Curtain. Many North Americans and Europeans whose property was expropriated have left the island. e. Although the language of Cuba is Spanish, because of close British and U. S. ties in the past, English was (is?) practically a second language. Cubans are nominally Roman Catholic, however, Castro opposes all religions now. Several Protestant denominations established good schools, though now all are state-controlled. f. The standard of living before Castro was among the highest in Latin America. Cubans enjoy visiting one another's home, and meeting in clubs, cafes, and in the many plazas. Sports are popular. g. The family has long been the basic and most powerful institution in Cuban society, embracing not only parents and children, but other relatives also, so that it is endowed with a clannish aspect.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Read to the students (students take notes) about the social patterns in Cuba: a. "Social Structure," Encyclopedia Britannica. (1969), pp. 875-876. b. "Cuban Life and Work," Our Citizens From the Caribbean. (Webster, McGraw-Hill), pp. 107-109. c. "Social Classes," Encyclopedia Americana. (1964), pp. 285-286. d. "The Family," Twentieth Century Cuba. (Anchor), pp. 62-63. e. "Class Structure," Twentieth Century Cuba. (Anchor), pp. 46-62. Divide the class into several groups to investigate and discuss their notes in respect to: a. Who belonged to the upper class in Cuba? b. The middle class consisted of which group? c. Which two main elements composed the lower class? d. What have been some of the problems as well as the accomplishments of the Negroes in Cuba? e. How has the revolution affected each of these social classes? f. Describe the colonos and guajiros. 4. Citing the following introduction to the Cuban way of life, ask the class to identify some of the subject headings (see outline below) which they feel might be included in a description of Cuban culture. At this point in their study of the people, students should be able to grasp the social concepts of class, culture, and social mobility, and identify some characteristics of the Cuban society -- classifying them under categories applicable in the review of any culture or society. Cuban culture might be summarized as: A deeply-rooted African influence, reflected in the songs and dances for which Cuba is famous, is modified by the somewhat formal customs and traditions

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

of the Spanish-European conquerors of colonial Cuba. The melting of the Spanish-Christian with the African pagan customs has produced in Cuba a distinctive cultural pattern. Cuba is supposed to be Catholic, but tolerance of atheistic communism is but one indication of the importance of the Church in the daily lives of the people. Historically, Cuban culture has been twofold: the urbane, educated and sophisticated society of Havana, and the more basic, emotionally oriented outlook of the remote regions. The goal of the present (Communist) government is to achieve one culture, but this is suppressing the spontaneous expression of the people.

The writings of Jose Marti, liberator of Cuba, are revered by all Latin Americans, and, in translation have become a part of literature esteemed in the United States. Culture today, controlled by another in a long line of dictatorial regimes, is dreary, uninteresting and non-creative. Perhaps in the future, the world will have the benefit of the zest for life formerly known on the "Pearl of the Antilles."[1]

5. Present by transparency, blackboard diagram, or individual student copy, the following outline of Cuban culture:

   a. Education
   b. Universities
   c. Secondary, Primary and Other Schools
   d. Libraries
   e. Architecture
   f. Painting and sculpture
   g. Music and dance
   h. Literature

[1]Adapted from Latin America 1967. by Hartley F. Dame. (Washington, D. C.: Stryker-Post, 1967), p. 26.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

i. Science
j. Contrast between the urban and rural environments
k. Other aspects
l. New achievements (post Revolution)

Assign interested students to investigate what, if any, might be added to this outline? (Be sure any new ideas are not sub-headings in reality of topics already listed).

Assist students in completing the preceding outline by reading to them from the following sources. Allow sufficient time to adequately cover each cultural topic.

References

Encyclopedia Americana (1964), pp. 286-288 (particularly useful in this activity).
New Horizons World Guide (Pan American World Airway, 1960-1961), pp. 249-257.
Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 104-106 (a brief, but excellent account of culture).
The Florida Story (Doubleday), pp. 146-158.
Twentieth Century Cuba (Anchor), pp. 18, 29, 48-52, 73, 170-175, 187-204, 223, 241, 249, 153-274. (Also, further explore the comprehensive index of this very competent and well-received scholarly account of Cuba's people, society, and culture -- the original title of this fine paperback copy).
World Book Encyclopedia (1967), pp. 932b, 934.
Also consult other books about Cuba and Latin America in your school, neighborhood (and other) libraries.

6. Have some of the cooking enthusiasts and junior chefs, amateur musicians, lovers of literature, and others, present some samples of Cuban culture:

a. "Andalucia," "Siboney." "Danza Lucumi," etc.
b. The works of Jose Julian Marti.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. "Boniato," "arros con pollo," fried bananas, etc. d. Representative Cuban dance steps, native dress, and guitar style. e. Cuban painting, sculpture, and other examples of the arts. Alternate Activity Have a guest speaker (suggestions include mature students, bilingual parents, Cuban teachers, world travelers, individuals from neighboring schools, other members of the community), who is familiar with the people and their way of living, present aspects of Cuban culture. Attend the "Round the World Fair," held annually at the Museum of Science and History. Contact the "Cuban University," University of Miami's Koubek Center. Take a mini field trip from Flagler Street, or "Calle Ocho," the Tamiami Trail, stopping here and there between Miami Avenue and Red Road.
TE: It is the sug-sted purpose of this ction (C. To investite the history ...) the course that the udent should get a oad overview of the pic, not an in-depth udy of any particular ase of the story of he Pearl of the tilles."	C. The student will investigate the history of Cuba.	1. For a survey of early Cuban history, view the following audio-visual resources which portray some of the periods during the Spanish presence: Films Columbus, Christopher (discovery) Spanish Conquest of the New World (colonization) Old Spain on the Caribbean (17th century Cuba) History of the Negro in American - 1619-1860: Out of Slavery. (internal development during the 18th century) Story of Sugar, The Our Monroe Doctrine (interest of the United States)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		NOTE: Consult "Materials" section for other - outside resource - appropriate films. In addition, individual schools using this course may already have equally or even more appropriate filmstrips (consult "Materials" for suggestions). Alternate Films Path of Columbus (discovery) Latin America: Its History, Economics, and Politics (colonization) Cuba: The Land and the People (or West Indies) (early Cuba). The Negro American. or (Story of Bananas) (internal development during the 18th century). West Indies: Geography of the Americas, (or Cuba) Growth of American Foreign Policy (interest of the U.S.) Supplement this audio-visual introduction by reading to the class, or if a class set is available, have the students read about the Spanish presence in Cuba from one of the following: Cuba, Haiti, and the Dominican Republic (Prentice-Hall), pp. 11-12. Encyclopedia Americana (see the section on Cuban history). Encyclopedia Britannica In Latin Lands (Heath), pp. 80, 237-238. Latin America 1967 (Stryker-Post), pp. 24-25. Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 100-101. South American Handbook (Trade & Travel Publications), pp. 819-820. Twentieth Century Cuba (Anchor), Chapter 1. World Book Encyclopedia, pp. 934-935. Other books and texts on Latin America and the Caribbean may also be useful.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Mini vocabulary: a. Antilles b. West Indies c. Patriot d. Oppression e. Rough Riders f. Big stick diplomacy g. Imperialism h. Good Neighbor Policy i. Dictatorship j. 26th of July Movement k. Markist-Leninist l. Quarantine (blockade) NOTE: Students should acquire a thorough working knowledge of these terms: parcel out each item to the class as each phase of Cuban history is approached.. (They are arranged in approximate chronological order). 3. Discuss the developments of this historical era in particular reference to: a. The age oi the buccaneers (have book reports). b. Characteristics of Cuba's successful plantation agriculture: (1) good markets (where?) (2) ocean transportation (why?) (3) suitable climate (description?) (4) labor supply (source?) (5) suitable landforms (types?) c. Cuba as a Caribbean prize (the importance of its strategic geographic location) d. Interest of Southern plantations in the United States (among other nations and groups) e. The early struggles for independence

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f. The Ten Years War, and other civil disorders
g. How well the Spanish managed its Caribbean colony.
h. The development of, among other crops, the tobacco industry

4. Discuss with the class briefly about Cuba as a quasi-independent nation:

a. Independence movements
b. The Revolution of 1895
c. Spanish-American War
d. U. S. military occupation
e. Internal conflicts
f. Republican Cuba
g. Economic progress and development
h. Machado: 1924 to 1933
i. Grau San Martin
J. The Batista era

References

"A Cuban Historian's View of the Struggle for Independence," Background to Revolution (Knopf), pp. 52-55.
Cuba, Haiti, an. the Dominican Republic (Prentice-Hall), pp. 43-93.
Introduction to the Latin American Republicas (Pan American Union), see the section on Cuba -- no page numbers.
In Latin Lands (Heath), pp. 80, 237-238, 425, 434-435.
Latin America (Scholastic Book Services), pp. 19, 27-28, 33, 35, 44, 53, 70, 72-73, 132-135.
Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 3, 4, 99-104.
"The Cuban Soldier and the War for Independence," Background to Revolution (Knopf), pp. 56-61.
Twentieth Century Cuba (Anchor), Chapter 1.
Others -- consult encyclopedias, almanacs, and other texts.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		If possible at this time, read some of the works of the Cuban patriot, Jose Marti. Conclude this presentation with showings of the following audio-visual resources: a. Independence: Films Life and Times of Teddy Roosevelt, The Headlines of the Century, Reel 1 Headlines of the Century, Reel 2 Headlines of the Century, Reel 3 U. S. Expansion: Overseas (1893-1917) Alternate Films Our Monroe Doctrine (unless previously shown) Growth of American Foreign Policy (unless previously shown) Other films already listed for Cuba. b. Nationhood: Tapes World Cultural Geography ITV tape, Caribbean America -- Part II NOTE: Obtain tapes from Media Dept., and video tape recorders, if needed, from your district office. Films Castro, Fidel NOTE: Also utilize any filmstrips and other materials in your school, as well as commerical resources (consult "Materials" section of this course of study). Discuss the audio-visual presentations in relationships to the subheadings for activity 4.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have the students read, or if a class set is not available, read to the class about the Castro Regime: a. 1953: a new era begins b. Castro's rise to power c. Early days: a new government is formed. d. The development of a dictatorship e. Ties with the Soviet bloc f. Nationalization and expropriation g. Relations with the United States h. The future? References "Atlantic Report - Cuba" (Atlantic, Nov., 1966) Cuba and the United States (The Brookings Institution), pp. 30-43, 88-97, 108-112, 135-140, 190-199, 221-222. Cuba: Castroism and Communism, 1959-1966 (The M.I.T. Press), pp. 82-106, 214-241. Cuba, Haiti, and the Dominican Republic (Prentice-Hall), pp. 93-111. "Economic and Social Problems of Twentieth Century Cuba," Background to Revolution (Knopf), pp. 208-213, 221-224. Eye on Cuba (by Edwin Tellow, Harcourt, 1966). * In Latin Lands (Heath), pp. 76, 80, 237-247, 410-464. * Latin America (Scholastic Book Services), pp. 8, 59, 65, 118, 132-138, 147. Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 104, 106-108, 111-112. The Cuban Invasion: The Chronicle of a Disaster (Praeger) Twentieth Century Cuba (Anchor), Chapter 1. * "Unit on Cuba," World Week, March 3, 1967 (Consult "Materials" section for other articles in Junior Scholastic, Senior Scholastic, World Week, etc.). There are many other books and materials which might also be used. * These represent some of the better materials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. To illustrate some aspects of the new government in Cuba, present and discuss the following films: Screen News Digest- Vol. 9, Issue 9, (1932 to 1962, Good Neighbor Policy to the Missile Crisis). Screen News Digest- Vol. 5, Issue 4, (Cuban Missile Crisis). Screen News Digest- Vol. 8, Issue 5, (Cuba since Castro, including the refugee exodus). Screen News Digest- Vol. 10, Issue 4, (the objectives international Communism). Cold War, The: The Early Period (1947-1953) Communist China Who Goes There? A Primer on Communism, Part 1 Screen News Digest- Vol. 11, Issue 1, (U.S.S.R. overruns Czech. in 1968). Alternate films: News Cavalcade - 1963 (includes, among other topics, the Cuban Missile Crisis). Screen News Digest- Vol. 5, Issue 8, (ransom for the Bay of Pigs POW's, among other non-Cuban topics). Screen News Digest- Vol. 6, Issue 9, (Castro turns off the water supply at Gitmo, among other non-Cuban topics). Other films on Communism, especially new acquisitions, as well as new issues of Screen News Digest. Filmstrips, and other resources in your own school. Other audio-visual materials from outside the school system. 7. If possible, collect some political cartoons satirizing Fidel Castro, or other aspects of Cuba under Communism. Possible sources include: Latin America (Scholastic Book Services), p. 119; In Latin Lands (Heath), p. 463 (Learning from cartoons), pp. 222, 223, 426, 435, 437; other Scholastic publications, such as Junior Scholastic (as well as those from other companies) are strong possibilities; newspapers, and other

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		periodicals; magazine and other publications cover illustrations; Sunday editions of old, and new newspapers; library vertical files. Also, perhaps some student artists can produce their own versions of a "visual editorial" on Cuba today. Encourage though, ideas representing the Spanish-American War through the Castro Regime -- and anything, beginning with the Indians, might be accepted. All cartoons might be compiled into a scrapbook or some other kind of record for, among other uses, utilization later in the course, a Social Studies Fair entry, and essay theme development. Individual student success may necessitate, at least for already-published materials, dedicated research.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

8. As a summing-up, offer the following "open note-book" activity:

   a. Teacher Key

1492	Columbus discovers Cuba.
1895	War of Independence, Marti is killed.
1898	Maine sunk, Span.-Amer. War, war ends.
1902	Rep.-Cuba established, U.S. Platt Amend.
1917-1922	Third intervention by the U. S.
1924-1933	Machado is President, dictator.
1933-1959	Batista era.
1953	Castro attacks Moncada Barracks.
1956	Castro begins guerrilla war in Sierra Maestra.
1959-	Castro Regime.
1961	Bay of Pigs invasion failure.
1962	Missile Crisis.
1966	Cuban Airlift begins.
1967	Che Guevara is killed in Bolivia.
1970	Failure of the 10-million ton sugar harvest.

   b. Directions - Ask students to match descriptions of events with dates; include as detractors: Age of Buccaneers, Ten Years War, and Castro goes to Peking.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Consider also the following: (1) Can a trend be established between 1953 and 1970, regarding the progress of the Castro Regime? Was anything similar true of previous governments as well? (2) Explain the meaning, if any, behind the event occurring in 1970? (3) Only including data on this time line, how many times has the U. S. intervened in Cuba? (seven times?) (4) Considering the length of each of the three dictatorships shown, what might be said for Castro's future success? (5) Might the United States intervene in Cuba sometime in the future: (a) militarily? (b) politically? (c) economically? (6) Which specific Castro activity suffered a severe setback in 1967? What else may be said about this event?

GOAL 3: THE STUDENT WILL DESCRIBE AMERICA'S SPANISH HERITAGE, EMPHASIZING THE ROLE WHICH THE UNITED STATES AND AND OTHER NATIONS, AS WELL AS THE CONQUISTADORES AND LATER INHABITANTS OF CUBA, PLAYED IN THE COLORFUL PAST OF SOUTH FLORIDA AND THE CARIBBEAN.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. AMERICA'S SPANISH HERITAGE	A. The student will identify the major Spanish-American areas in the United States.	1. Present to the class by individual student copy, the "Major (U.S.) Areas of Spanish-American Population" map; from Junior Scholastic Teaching Guide, May 10, 1971, p. 2. Using the data below, have students complete, of construct a similar map; or from a blackboard (or transparency) presentation by the teacher of the information, have them make a chart, diagram, or some other type of informational sheet:

a.

State	Mex.-Ams.	P. Ricans	Cuban Exiles
Ariz.	280,000		
Calif.	2.6 mil.		
Colo.	210,000		
Fla.		35,000	(See Miami bel
N. Mex.	300,000		
P. Rico		2.6 mil.	*25,000
Texas	2 million		* 5,000

b.

Urban Area			
Chicago - Gary	300,000	100,000	*50,000
Hoboken		15,000	
Jersey City		25,000	
Lansing	10,000		
L. Angles	1 million	45,000	
Miami			**275,000
N. Orleans			30,000
N. Y.C.		1.2 mil.	100,000 ***
Newark		55,000	
Phila.		50,000	5,000

* Writer's estimate.
** Average of estimates.
*** Some refugees live in New Jersey suburbs of N.Y.C.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Additional References "Cubans in Dade: 1 in 4 by 1975," by Juanita Greene, The Miami Herald, June 18, 1971, p. 2-G. Other articles as listed in activity 2 of the following section, B. To classify the Cuban-American... This exercise might be further developed into a colorful and meaningful bulletin board activity. Encourage interested students to add other locations and figures to their map through research (see references, III. B. To classify the Cuban-American population...). Possibly this effort could lead to some interesting written reports, orally presented to the class. 2. To reinforce the map work, show the following films which depict additional Latin influence in America: Saint Augustine: Our Oldest City Spanish Influence in the U. S. Spanish Colonial Family of the Southwest U. S. Expansion in Texas and the Far Southwest Uptown: A Portrait of the South Bronx Offer these questions for discussion: a. Spanish is the native language for about how many Americans? (use round numbers). b. About how many of these are naturalized citizens? c. How many other Americans might speak Spanish as a second language? d. Approximately how many Spanish-speaking aliens (including refugees) are there in America? e. Then about what per cent of the U.S. speaks Spanish? f. How many Spanish-speaking people in America are probably first, second and third generation Americans? g. In addition to Spanish, are any other languages important?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will classify the Cuban-American population centers today.	1. Refer the class again to the map, "Major (U.S.) Areas of Spanish-American Population." Have students plot on a vertical bar graph the number of Cuban refugees in the following areas of the United States:

a.	Chicago-Gary	50,000
b.	New York - New Jersey	100,000
c.	Philadelphia	5,000
d.	Miami	250,000
e.	New Orleans	30,000
f.	California	25,000
g.	Puerto Rico	25,000
h.	Massachusetts	7,000
i.	Texas	5,000
j.	Ohio	3,000
k.	Other cities - areas	100,000 *

* Clarency Senior report in Our Citizens From the Caribbean (Webster, McGraw-Hill, 1965, p. 112), that by March 27, 1965, Cuban refugees had been relocated in 1800 communities throughout every state, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, and twenty-four Latin American and European nations. This figure was determined by data presented by Juanita Greene of The Miami Herald, who said, "In all of the U.S. there are about 600,000 Cubans and of that more than 400,000 are refugees from Castro." Also, this is an important point: How many Cubans are aliens, or refugees? How many are U. S. citizens? (Some who came from Cuba were Americans who lived in Cuba). How many Cubans were living in America before Castro? In addition, it must be noted that many children of refugee parents, are citizens, since they were born here.

NOTE: The distinction between Cubans who are citizens, some for many years, and those who are refugees is important. Census figures on the U. S. Cuban population will be ready in October, 1971, according to Miss Greene.

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		Further references Bean Soup (Crawford), Chapter.10. "Cuban Exiles Progressing in Puerto Rico," by Juan Ponce, The New York Post, Sept. 19, 1962. Cuban Refugee Center, Miami. Dade County Schools Cuban refugee, and other reports. First Research Corp., Miami. Metropolitan Dade County. Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 109-112. Strategy Research Corp., Miami. The Research Institute for Cuba and the Caribbean, Center for Advanced International Studies, University of Miami. University of Miami Spanish-Cuban Librarians. U. S. Department of Health, Education, and Welfare. U. S. Immigration and Naturalization Service. There is probably a great deal of additional literature available on this subject. 2. Explain that one reason why approximately 25,000 Cubans would move (immigrate) to Puerto Rico, might be because of the lack of a language barrier. To illustrate this in a way, show one of these films: Puerto Rico (Davis) Puerto Rico (EBEC) Puerto Rico: Island in the Sun Puerto Rico: Showcase of America Ask students: "Why might Cubans move to other areas of the U. S., or to other countries, rather than remain in Dade County County?" a. To live with friends and relatives. b. Better employment opportunities.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Other places with no language barrier such as Spain and Latin America. d. For education and training. e. Cultural reasons. f. Other reasons.
	C. The student will examine the Spanish influence in Miami.	1. Read the following statement to the class: The Cubans among us today are but one of a multitude of South Florida contacts with our Latin neighbors that began over 400 years ago. View the film, U. S. Expansion in Florida, or Exploring Old St. Augustine, or another appropriate film, of filmstrip. Alternate films: Frontier Florida Florida: Gulf Coast Holiday Other Florida films. It may be desirable to supplement (or substitute?) this audio-visual presentation with reading from La Florida (Chapters 1, 2), discussing the Spanish discovery of Florida, as well as the voyages which Ponce de Leon made to Florida. Alternate text South Florida Frontiers (Florida Power & Light), Chapter 1 Bean Soup (Crawford), Chapters 1, 2 Billion-Dollar Sandbar (E.P. Dutton), Chapter 2 "Miami: 1896 to 1900," Tequesta, No. 16, 1956, pp. 3-13. "A Petition from Some Latin-American Fishermen, 1838," Tequesta, No. 14, 1954, pp. 61-66. "The Caloosa Village Tequesta: Miami of the Sixteenth Century," Tequesta, No. 1, 1941, pp. 11-20.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

2. Ask the students about Spanish contacts with South Florida:

   a. How many years after Columbus discovered Cuba, did Ponce de Leon discover Florida?
   b. Why did Ponce come to Florida? Where did he go ashore?
   c. Who has seen the historical marker beside Biscayne Blvd, just south of the Miami Public Library? It tells that the Spanish:
      (1) arrived in the year?
      (2) found which Indian tribe in Dade County?
      (3) discovered what other fact about local Indian life?
      (4) later took the Indians where?

3. Ask students to write a paragraph, composition, or a essay: "Spanish Influence in South Florida." Have them include in their writing some places or things in the area that are named by the Spanish, the origin of the name of our state, and emphasize the Cuban relationships.

Alternate Activities

1. Working with maps - Have students label an outline map of Florida with the names of the six Indian tribes that inhabited the state at the time of its discovery by the Spanish, showing where each Indian group lived. Also, with dotted lines, draw the route of Ponce de Leon's first and second voyages to Florida from Puerto Rico.

   NOTE: Because the following activity may partially review previous work, the drawing should stress the <u>post</u> discovery-exploration Spanish contacts -- up until the beginning of the 1959 Cuban influx.

2. Make a drawing - Have students stretch and color an illustration which shows in some way the Spanish heritage in Dade

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		County. Each drawing should be titled and include a brief, well-written caption which explains, if applicable, the how, when, where, who, and why of the Latin influence. Some ideas include: a. A galleon b. An early (1700's) map of Florida c. Pirates burying treasure on beach d. Biltmore Hotel in Coral Gables e. Granada (or other) entrance, Coral Gables f. Spanish soldier (a conquistadore) g. Scene: "Five Flags Over Florida" h. A Spanish fort i. Jesuits meeting Tequesta Indians j. Spanish capturing Indian slaves k. A historical marker l. Ponce de Leon m. An example of Spanish architecture. n. A Jesuit mission o. Scene: "Little Havana" in Miami, etc.
	D. The student will measure the impact of the Cuban influx in Dade County, past and present.	1. Read to the students or have them read about the influx of Cubans into Miami: References * American Civics (Harcourt Brace), p. 245. * Bean Soup (Crawford), pp. 3, 4, 25, 42-45, 48. Billion-Dollar Sandbar (E.P. Dutton), pp. 25, 37, 125-126, 140, 154, 249, 269. Challenges in Our Changing Society (Laidlaw), p. 272. Cuban refugee reports (Dade County Schools), various editions. Cubans in Exile (Stanford University Press), pp. 5, 9-15, 25, 62, 64, 102, 104, 119. * Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 99-114.

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Our Local Environment: Metropolitan Miami and Dade County (Rockway Junior High School Social Studies Dept.). pp. 19-20.

South Florida Frontiers (Florida Power & Light), see the references in index under Cuba.

"The Engine Coughed ... But Kept Going," The Miami Herald June 18, 1971, p. 20-G.

* These are the best sources.

2. Explain to the class that there were, prior to 1959, numerous contacts with Cubans in South Florida; some of these included:

   a. In 1838: Cuban fishermen visited the area.
   b. In 1870: There were 5,319 Cubans in the U. S. almost 2,000 more arrived for the 1880 census. Some of these no doubt lived in S. Florida. Also, the figure (approx. 7,000) was not small when considering Cuba's population of one million for the same period. Today that many people live in Havana (over 1 million) and the population of the Cuban nation has increased more than eight times its 1880 population.
   c. In 1880: Thousands of Cubans worked in Key West. (Today 33% of Key West speaks Spanish).
   d. In 1885: Now, and on other occasions, political exiles from Cuba were not uncommon in Dade County, as well as other locations -- Marti, for example, lived in the U.S. for fourteen years.
   e. In 1890: Cuban refugees help found (actually relocate from Key West where they had earlier help establish it there) Tampa's cigar industry.
   f. In 1898: Spanish-American War fever swept Miami (See pp. 3-13, Tequesta, 1956).
   g. In 1900: By now, and perhaps even earlier, wealthy Cuban families began maintaining homes, business interests and professions here; others commuted

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		between Miami and Havana to visit relatives, or on business. h. In 1920: About now, many Cuban tourists began to utilize the Miami to Havana cruise ships, Key West-Havana car ferries, and the twenty-minute (Key West-Havana) air flights. This type of brisk South Florida-Cuba traffic continued right up to 1959. i. In 1930: Continually, Cubans, often only in small numbers, (but they still came) had immigrated to Dade County, among other places in Florida, and the U. S. j. In 1940: University of Miami student exchange programs and visits to Havana. k. In 1956: Havana Sugar Kings of the Triple A International League played minor league baseball in Miami. l. In 1957: There were 85,00 Latin Americans in Dade County -- 54 per cent were from Cuba. 3. Ask students by what means Cubans have traveled to the United States: a. Before 1959: (1) by various types of sailing vessels -- for over <u>three</u> centuries. (2) Consult "h. In 1920:" in activity 2 above. (3) consider other modes of travel? b. After 1959: (1) commerical plane (2) passenger ships. (3) sailing vessels of all sizes and variations (4) rafts of almost any description (5) small, Miami-based boats (Castro allowed this briefly). (6) military-diplomatic-other defections (7) with anti-Castro guerrillas (8) hijacked planes and boats (9) escaping to U.S. Navy Base at Buantanamo

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(10) Refugee Airlift (11) indirectly, by way of a third country (12) other ways 4. Discuss the overall impact of the influx of Cuban refugees since 1959. Consider the following: a. Why they came? (1) before 1959 (2) after 1959 b. Relocation of refugees (from Miami) (1) the resettlement program (2) U.S. regions to which the refugees were sent (3) its successes and its failures (a) refugee's impact outside Miami (b) effect of those resettled refugees who return to Miami (upon the Miami area) (4) the situation today c. Who were they? (1) top Batista supporters came first -- 1959 (2) business elite from Cuba closely followed (3) the Black population (4) the second wave of immigration -- 1959-1962 (a) the Middle Class (b) lower socioeconomic groups (c) they came on commercial air flights (5) those arriving on the refugee airlift since 1966 as a result of Castro's "open door" policy issued in Oct., 1965. (6) they represented which working groups, by different skills d. Immediate effects (1) for the major local effects upon the community at large consult page 3 of this course of study, activity 2 of Section B. (To describe the significance of the Cuban influx).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(2) other aspects of the impact (a) the business community (b) political factors (c) cultural impact (d) anti-Castro movements (e) criminal elements (f) population and urban growth (g) in different professions (h) entertainment and tourist industry (i) in other ways e. Impact upon the public sector (1) consider the effects and how they seriously strained Miami's school, housing, employment, medical, and welfare facilities, etc., during the early days of the influx of refugees. (2) Also, refer to point (1) above, in "d. immediate effects." f. U. S. cooperation (1) government (local, state, federal) (2) the Cuban community already established in Miami (3) civic and religious groups (4) welfare agencies (5) educational institutions (6) specia. training programs (7) other 5. Ask students to write an essay: "The Cuban Influx: U. S. Reaction and Cuban Adjustment to Their New Homeland."
	E. The student will propose reasons why South Florida's Latin flavor is not exclusively Cuban.	1. Read to the class or have students read about the Puerto Ricans in South Florida from "Miami's Silent Majority," Tropic (The Miami Herald), by Juanita Greene, April 18, 1971, pp. 16-22.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Alternate References American Civics (Harcourt Brace), pp. 133-134 Challenges in Our Chaning Urban Society (Laidlaw), pp. 282-284 -- particularily good coverage. Cubans in Exile (Stanford University Press), pp. 4-5. Our Citizens From the Caribbean (Webster, McGraw-Hill) pp. 1-98. 1-98. Urban America (Sadlier), pp. 55, 82-84, 108-113. Other Reference Show a film about Puerto Rico (Consult previous suggestions in activity 2, Section B. To classify the Cuban-American population centers ..., Part III). 2. Briefly discuss with the aid of a wall or text map, the following: a. Puerto Rican culture b. Puerto Rico under Spain c. Puerto Rico, U.S. A. d. Puerto Rico's government e. "Operation Bootstrap" f. Puerto Rico as a Commonwealth g. Population problems h. Education and progress i. Migration to the U. S. 3. Present the ITV tapes, The Spanish Cultural TV Series, to the class. NOTE: There are eight (8) tapes in this series. Obtain tapes from Dade County Schools Media Dept., and a video tape recorder, if needed, from your district office.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Discuss: "Which Cuban and Spanish customs are similar, and which are different?" 4. Discuss with the students about Dade County's "other Latins." a. Cite data from "Our Latin Accent is Not Exclusively Cuban," by Don Bohning (The Miami Herald, June 18, 1971, p. 5-G). This is an excellent article. b. If any students are from South or Middle American nations other than Cuba, encourage them to discuss their nation's contributions to Dade's Latin accent. c. Read to the class from "Miami," by M.L. Reese (Bean Soup, Crawford, 1964), pp. 42 - 45. d. Discuss: J.F.K. Torch of Friendship, Jai Alai, Coral Gables street names, and other similar Latin aspects of Dade County. e. For further information, investigate: A History of Florida. by Charlton W. Tebeau (Coral Gables: University of Miami Press, 1971). Billion-Dollar Sandbar (E.P. Dutton) Miami, U.S.A. (Hurricane House) Moon Over Miami, by Jack Kofoed The Florida Story (Doubleday) 5. Have students give short speeches about "America's Spanish Heritage." Alternate Activity a. Panel discussion b. Class newspaper c. TV documentary d. Prepare a program for another class, your school, or a neighborhood school. e. Think of another activity. NOTE: Teachers may desire to tape record this activity.

SURMOUNTED IN THE EXILE'S ADJUSTMENT TO A NEW LIFE IN DADE COUNTY, FLORIDA

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. PROBLEMS OF THE CUBAN REFUGEE IN MIAMI.	A. The student will interpret the psycho-social problems of the Cuban refugee.	1. Read to the class, or if a class set is available, have them read the poem, "Exiled," by Edna St. Vincent Millay, in Dis-Discovering Literature (Houghton Mifflin, 1968), pp. 437-438 Ask: a. From what land is the speaker of this poem exiled? b. To what land has the speaker been banished? c. Although you would probably say that the mood of "Exiled is sad, what adjectives might you select to describe the mood more precisely -- bitter, nostalgic, hateful, grief stricken, desolate, or what? d. What is the subject of the verb in line 15? "If I could Fear once again the rising freshet, Dread the bell in th fog outside, I should be happy!" Under what circumstanc might fear and dread make one happy? Discuss. Other poems which might be read from this same state-adopted text include: "Broncho That Would Not Be Broken," by Vachel Lindsay, pp. 4 418. "Eldorado," by Edgar Allan Poe, p. 419. Alternate Activi.y Show the WTVJ tape, Pepito. It shows a representative Cuban refugee child's initial (1961) adjustment to life in Miami; this tape may be available from Channel 4. Or present anoth appropriate film filmstrip, tape, etc. Have students write some poetry which attempts to capture: a. The mood of a Cuban exile upon arrival in the U. S. b. The hopefully contrasting mood of a refugee who has live for several years, or longer in America. Read some of the better efforts to the class in order to ill trate the objective of this section.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

2. Discuss with the class about the psychological and sociological effects of a life in exile upon Cuban refugees in Miami. Among the many aspects of this subject which might be discussed, consider the following:

   a. In 1965, there were nearly 8,000 Cuban refugee children in Miami who had arrived without parents.
   b. If Castro was overthrown today, would many Cubans return to their homeland? Would many stay in Miami?
   c. Have the Cubans in Miami really built a new Cuban social class since 1959? How?
   d. For countless Cuban families, exile in Miami has provided -- for all the despair and heartache of earlier years -- remarkable opportunities which would have been denied in Cuba. Consider: Are the rewards of today, then worth yesterday's problems of adjustment to a Cuban exile?
   e. Ask students if they have visited other placed in the U.S., or overseas, which they disliked somewhat? Propose: "If you moved there to live for several years (before returning to Miami), under less comfortable conditions than at present, how would you adjust to your new life? Contrast this with a Cuban refugee's adjustment.
   f. How have age and cultural differences changed many of the old Cuban ways? (see article, p. 15-G, "Between Two Worlds," The Miami Herald, June 18, 1971.
   g. Is it inconsistent to be a good Cuban and a good American at the same time? (possible essay topic)
   h. In what ways have the psychological and sociological problems of the Cuban refugee been less difficult in Miami than elsewhere in the U. S.?

References

"Between Two World," by Janet Chusmir, p. 15-G.
"Cuban Clinics Flourish With Prepaid Coverage," by Ena Nauton, p. 1-B (July 26, 1970).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"Crime Rate Shows Upward Trend in Little Havana," by Hunter George, P. 9-E (July 1, 1971). "Fewer Children Arriving Along," by Sam Jacobs, p. 35-G. "Have You Visited A 'Botanica' Or Sampled a Fish of Paella?" by Frank Soler, p. 11-G. "How One Family Left Homeland and Started New Life in Miami," by Frank Soler, p. 16-G. "Jose Like Miami: He Says So," p. 41-G. "Miami's Little Havana," by Frank Soler, pp. 1 & 10-E, March 7, 1969. "Poems of the Soul Sound at Night, and a City Responds to Their Rhythm," by Charles Whited, p. 33-G. "The Cubans: Story of Progress, Problems," by Juanita Greene, pp. 3 & 4-G. "The Streets Were Full of Children...," by Colin Dangaard, p. 13-G. Other -- articles and materials published since this study. NOTE: All of the preceding articles are in The Miami Herald; unless otherwise indicated, they are in the June 18, 1971, special issues on Dade's Latin Accent.
	B. The student will cite evidence for the economic problems of the Cuban refugee.	1. Direct student's attention to some of the economic problems which the Cuban refugees have faced: a. A few, who came to Miami during the very early days of the influx (1959-1960), were able to bring money in order to start businesses, buy housing, and become more-or-less financially independent, and well-adjusted -- all without much disruption of their lives (in contrast with later waves of exiles). b. Most refugees since that time though, came with almost nothing except the clothing they were wearing. c. Many have received employment opportunities elsewhere in the U.S. and financial assistance to relocate their families there through the federal government's resettlement program, the purpose being to somewhat relieve the Miami area from the total impact of exiles.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

d. But many of these exiles -- as nearly all refugees did -- had to "start from scratch" in their new life in America.
e. Some of those who relocated, returned to Miami to join 65 per cent (about 260,000) of all of the refugees from Castro.
f. Exiles often had to start from almost "nothing," work very hard for several years (introduce the term moonlighting here) at new and "different" jobs, and save money -- for better housing and employment, and to regain (or improve) their former status in Cuba.
g. Exactly why were the Cuban refugees faced with these economic problems?
h. What other economic problems did exiles encounter?

NOTE: It may be useful before discussing the preceding, to review life's basic necessities: food, clothing, shelter, love, security, etc. -- consult Chapter 3 in Civics for Citizens (Lippincott, 1965), or other texts dealing with the family, and related material.

References

Bean Soup (Crawford), Chapter 10.
"Cubans in Miami. The Economics of Impact," by Juanita Greene, p. 7-A (The Miami Herald, July 13, 1971).
Economics for Young Adults (W. H. Sadlier)
" 'Human Resources' Rate Top of List in Study of Cuban Influence on Dade," p. 39-G (The Miami Herald, June 18, 1971).
Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 104-114.
Senior Scholastic, May 13, 1966 (pp. 11-13 deal with Cuban refugees in U.S., including the Miami Area).
"Sugar Drew Many to West Palm," by Georgia Martinez, p. 34-G (The Miami Herald, June 18, 1971).
The Impact of Cuban Exiles on the Economy of South Florida, by Dr. Bernardo Benes (a report to the Eco. Coun. of South Florida, by Vice President of Washington Federal Savings and Loan Association, Miami Beach).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"U. S. Asked to Probe Its Dade Programs," by Sam Jacobs, p. p. 1-C (The Miami Herald, June 25, 1970 -- hiked Cuban relief irks Black group). "Welfare Is 'Better' If You're Cuban," by Juanita Greene, p. 7-A (The Miami Herald, July 13, 1971). Others -- consult the "Materials" section, articles printed since this study, other books dealing with economics of minority groups.
		2. Have students interview refugees (or persons with knowledge of refugees) who have, and/or have not improved their economic well-being. Contacts: other students, teachers, parents, friends, relatives, other schools, go to a Cuban-owned business, shopping center survey, etc. Report findings back to class, orally and/or in writing. Discuss in relationship to topics in activity 1.
	C. The student will investigate the language problems of the Cuban refugee.	1. Let volunteers read and report on such topics as: "Bilingual Ability Boosts Job Chances As More International Firms Move In," p. 19-G. "Exile Youngsters Face Difficulties in Dade Schools," by Heath Meriwether, p. 17-G. "Expressions of a Culture In our Midst," p. 7-G. "Language Barrier Traps Many," by Robert D. Shaw, Jr., p. 22-G. "South Florida Learns How to Talk Two Languages," by Frank Soler, p. 7-G. "They Hear It - and Then They Say It," by Colin Dangaard, p. 10-G. p. 10-G. NOTE: All of the above articles were in The Miami Herald, June 18, 1971. For other references -- research all materials dealing with Cuban refugees in Miami for reference to language barrier problems, bilingual advantages, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Show the films, Fray Felipe, America Del Sur, La (Vistas a la America Del Sur): and present a tape recording, or record that is used in learning English as a foreign language -- or present other appropriate AV resources. Alternate AV resources Mexico's Heritage (Spanish Version) Spanish: Introduction to the Language Others -- consult AV catalogs, language teachers in your school, etc. 3. Discuss with students the relationships between the themes of the audio-visual presentations and the main ideas of the volunteer reports in the immediate preceding activity, number 1. Also consider the following: a. The transition from "Aqui Se Habla Espanol," to "English is Spoken Here." b. Because of the self-contained Miami Latin community of "Little Havana," some Cubans (about 100,000) find it generally unnecessary to learn English. In addition to Latin food markets, drug stores, and movie houses, Cubans who live, work, and play in this "Cubanized" urban renewal, have Spanish-language radio and TV stations, as well as newspapers and magazines for entertainment. c. Thousands of Americans have learned, and are learning how to speak Spanish. d. Knowledge of English is sometimes essential in emergencies such as house fires (and some public agencies are not prepared to handle emergency calls in Spanish). e. How can we solve our language "problem" in Miami? 4. Ask students where, or how an individual might learn English, or Spanish in Dade County:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Educational centers (1) public, private, and parochial elementary and secondary schools -- special and regular classes, including bilingual schools (Coral Way Elementary). (2) Miami-Dade Junior College, the University of Miami, and other local institutions of higher education -- both special and regular programs. (3) private language schools -- Berlitz, Adelphi, etc. (4) the Federally-funded English Center, a part of Cuban Refugee Center, has both full-time day and night classes, in addition to part-time classes at 30 mini centers in Dade (120,000 have learned English this way!) (5) Dade County Schools Adult Education Centers (at Miami High, North Miami, Southwest High, among others). (6) other instructional centers? b. Other learning opportunities (1) professional tutors (2) companies often provide on-location classes for its Spanish-speaking employees (3) television - English on Channel 2. (4) home instruction kits with records, tapes (5) at home, or with friends, relatives, etc. -- for example, Cuban children who are bilingual as a result of attending local public schools since first grade; they often learn most of their Spanish from parents. (6) explore other ways If possible, have a language teacher, or another qualified person, come to speak to the class about this subject. Also, if there are any, have students discuss personal experiences that illustrate the value of learning a language -- especially English, or Spanish.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. The student will distinguish between the educational and training problems of the Cuban refugee.	1. Have the students investigate and explain by means of reports or discussion the difference between Cuban refugee education and training, and how educational and/or training problems of the exile are being solved: a. Education: (1) children: (a) classification: Cuban-born refugee students; other children of refugee parents -- American citizens by birth. (b) elementary and secondary schools; public; private; including Latin, and religious schools which are mostly Catholic (c) special programs: the schools were faced with <u>huge</u> problems during the 1960's because of the C ban influx. -- federal assistance for Cuban refugee students in the school system less than 5 years ($21.8 million in 1970-71) -- English as a second language (ESL Program for students with limited English ability). -- bilingual school centers (d) drop in refugee enrollment during 1970-71 -- integration; Black-White racial tension -- preservation of Cuban culture -- criticism of the bilingual program -- emergence of private Latin schools (e) native-born Americans losing chance in the bilingual school centers? -- absorbing of refugees is stressed -- in bilingual Miami it soon may be necessary to be bilingual to get a job? (f) high school preparation for the job market (g) the drop out problem (some because of a refugee student's difficulty in learning English in the present ESL program).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(h) college: junior college two-year program; four-year university; an adequately-funded U. S. Cuban Loan Program (no eligible Cubans are turned away--in contrast to insufficiently funded program for American students, especially those from low-income families). (i) other factors (2) adults are faced with the problem of learning English (see immediately preceding section). b. **Training:** (1) for younger members of the Cuban community: (a) skills from high school instruction -- special programs -- regular courses (b) secondary school work-study program (c) other special schools (business, trade, secretarial, technical, etc.) (d) on-the-job training programs (e) Dade Schools vocational and adult education programs. (f) importance of being bilingual in Miami -- especially in secretarial skills (g) Miami-Dade Junior College two-year courses (h) university education (i) higher professional training: medical, law school, etc.; other graduate school or advanced graduate education; other types of special training. (j) others (2) for older members of the Cuban community: (a) usually, first must learn English (except it is unnecessary to know English in many jobs in Little Havana area). (b) move outside Miami (the resettlement program). (c) special schools -- business, trade, etc. (d) Cuban Refugee Center's English Center (e) Dade Schools' vocational and adult education centers (f) higher education -- college and university

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

(g) importance of bilingual ability as more international firms move to Dade County.
(h) continue with same, or related business as the refugee had in Cuba once he is able to become financially independent here.
(i) in special occupations here
-- hotel-entertainment
-- garment industry
-- small businessman
-- construction
-- financial
-- insurance
(j) retraining to acquire accreditation in the U. S. -- doctors, teachers, lawyers, architects, etc.
(k) importance of "human resources" of Cubans

To visualize in a way the schools' past success in helping the Cuban refugee students adjust to life in America, present, if possible, the WTVJ tape, Pepito Revisited (a 1965 update of the first program, Pepito; see Part IV., Section A., To interpret the psycho-social problems..., activity 1, p. 42.

References

"At 71, Refugee M.D. Earns Liscense," by Frank Soler, p. 21-E (The Miami Herald, December 13, 1970).
Dade County Schools Cuban refugee, and other reports.
"Exile Youngsters Face Difficulties in Dade Schools," by Heath Meriwether, p. 17-C (The Miami Herald, June 18, 1971).
"53,000 In Schools; College Loans Easy," by Juanita Greene, p. 7-A (The Miami Herald, July 18, 1971).
"Professionals Struggle to Remain Standing," by Frank Soler, pp. 31 & 32-G (The Miami Herald, June 18, 1971).
"Schools Slight Spanish in Bilingual Programs," by Heath Meriwether, pp. 1 & 7-B (The Miami Herald, July 19, 1971).
"Spanish Names Abound Among Working Doctors," by Ena Nauton, p. 32-G (The Miami Herald, June 18, 1971).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"Students Attending Cuban Exile Schools Respond With 'Yes Sir' and 'No Ma'am'," by Susan Burnside, p. 18-G (The Miami Herald, June 18, 1971). 2. Discuss what school life was like in Havana, and elsewhere in Cuba, before Castro. Students should interview parents, friends, relatives, friends of friends, etc., and report back to class.
IE: This section ould partially review rt II., Section B., analyze the life and lture of people (in ba).	E. The student will discover the cultural problems of the Cuban refugee.	1. Divide the class into several groups -- as many as possible-- to investigate evidences of Cuban culture in Dade County: a. Attend Cuban shows at Dade County Auditorium. b. Give different types of reports on references for this activity -- with question-answer periods. c. Do Cuban culture project for Social Studies Fair. d. Present by tape recording committee discussion of: (1) What are the difficulties of understanding other cultures? (2) Would a wide mixture of different people be an asset in the development of an urban area? e. Exchange visits with neighbor Latin private, or public schools (if geography prevents this, try to establish "penpal" relations with this type of school). f. Why might Cubans enroll thier children in private Latin schools? g. Mini field trip to Little Havana, etc. h. Discuss the role of Miami's "Cuban University." i. Present AV materials on Cuban culture (take 8mm films, slides, etc. of field trip) j. Construct a Cuban exile "cultural vocabulary." k. In class review Spanish-language TV and radio shows, or publications (Ch. 6 & 23 reviews may necessitate a weekend homework assignment for the students). l. For what social reasons would adult Cubans frown upon hippies? (strong Latin family ties, etc.).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		m. Guest speaker (other teachers?) on Cuban culture. n. Report on: Cuban clinic, chaperones, "expresso," "guajabera," "cantinas," and "quince." o. Draw scenes from Little Havana, or other places in Dade County that have definite Spanish influences. p. Why are "cultural centers" becoming popular in large cities? (Consult Urban America, W. H. Sadlier, 1971). q. Give "demonstration speeches" on: cha cha cha or "decimas guajiras," "paella" (or another dish), Cuban art and guitar style, etc. r. Look in newspapers and listen to the radio to make a list of some forthcoming Cuban "musical happenings." s. Encourage students to visit points of interest (on their own, or perhaps with parents) in the Cuban community -- Cuban market, a "botanica," night tour, restaurant, other type of Cuban business, etc. t. From the previous suggestion(s) and other activities, collect themes to include in bulletin boards on Cuban culture. u. Collect newspaper clippings about what is going on in the Cuban community. v. Read orally some works of Marti. w. Go to a local Spanish movie, report back to class. x. Have committees make displays of how Cubans spend their leisure time (substitute reports or drawings, if needed, for "displays"). y. Individual research and discovery: Identify Cuban cultural facilities? What is being done to increase these facilities? What else can should be done? How can TV help? Is TV doing its job now? z. Present other evidence of important Cuban customs and institutions. NOTE: For as many of these "things to do" as possible, draw upon material in activities throughout the study.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Ask the groups why it is a necessity that Cuban refugees in Greater Miami retain their cultural heritage; have students identify the major as well as minor evidences of Cuban culture that exists here; list and be prepared to explain the specific value of these cultural traditions; and to assess the exiles' need for remembering elements of their true history. Remind students to also consider both American customs which the refugees have acquired, and new, or "mixed" ways of (Cuban - American) living that have developed in Miami since 1959. References * "Ballet, Guiter Art Work...They Add Depth To Our Culture," by Jean Wardlow, p. 40-G. * "Between Two Worlds," by Janet Chusmir, p. 15-G. "Culture of Cuba, The," Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 104-107. Encyclopedia Americana. -- has a good section on Cuba. * "Have You Visited a 'Botanica' or Sampled a Dish of Paella," by Frank Soler, p. 11-G. * "Here Is a Calendar of Festive Dates," by Frank Soler, p. 25-G. "Latin American Culture: To Be or Not to Be," Atlas, August, 1963. * "School Helps Restore Pride in Heritage," by Ron Sachs, p. 24-G. "Thanksgiving With Black Beans and Rice," by Jo Werne, p. 1-D (The Miami Herald, November 25, 1970). "The Culture We Share," Americas, April, 1965. "They're Giving Miami Culture a Latin Flavor," by Beverly Wilson, p. 16-E (The Miami Herald, January 14, 1968). * "This Is Where Don Quixote Meets Babbitt," by John deCroot, p. 36-G. Urban America - Problems and Promises (W. H. Sadlier, 1971), Chapter 6, "Urban Culture and Recreation." Others -- consult specific parts of articles in The Miami Herald Herald, June 18, 1971, pp. 1-46 G; as well as references cited for Part II., Section B., To analyze Life and Culture. * See The Miami Herald, Latin Accent, pp. 1-46-G, June 18, 1971.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students write a composition: "How Have the Cuban Refugees Made Miami a More Interesting, More Colorful City?" At this time have the culture activities (which the class started to work on in this section) that have been completed, reported upon and displayed in the classroom.

)AL 5: THE STUDENT WILL EXAMINE THE VALUE OF THE CONTRIBUTIONS WHICH THESE REFUGEES HAVE MADE TO THE LOCAL AREA AND ELSEWHERE, AND, AS A RESULT, HOW THEY ARE OFTEN MORE ALIKE THAN DIFFERENT FROM A SIZEABLE PART OF THE TOTAL COMMUNITY OF GREATER MIAMI.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONTRIBUTIONS WHICH THE CUBANS HAVE MADE TO THE UNITED STATES.	A. The student will describe the Cubans' revival of the "American Dream."	1. Read to the class about the many Cuban refugees in South Florida who have found the "American Dream" very much alive: "Baseball Still No. 1 With Latins, But Football Interest is Growing," by Bill Sheldon, p. 45-G. "Cubanos que triunfan," by Harvey Roadhouse, pp. 22-26. (Selecciones del Reader's Digest, March, 1971). * "Dad, Mom, Children...They're Ready to Work," by Raleigh C. Mann, p. 37-G. "Diamond: Zamor's Best Friend," by Bill Sheldon, p. 45-G. * "They Made It," by James Russell and Taleigh C. Mann, pp. 29 & 30-G. * It is essential to use these. NOTE: Unless otherwise indicated, the preceding are in The Miami Herald, June 18, 1971. 2. Review the cultural impact of the Cubans in Miami: 1956 Havana Sugar Kings play baseball in Miami. 1959 Cuban influx begins. 1961 Bay of Pigs invasion. 1962 English Center established. 1964 University of Miami plans Cuban culture program. 1965 Dade Schools get federal funds for refugees. 1966 Cuban airlift begins. 1969 Carlos Alvarez makes football All-American. 1970 Latin private schools emerge in Dade County. 1971 Cubans number approximately 250,000 in Miami now. 1975 25% of local population is Cuban.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		OUR LATIN ACCENT The 1970's marked the second phase in the Cuban influx. As this decade began, these refugees -- about 900 every week -- were still flowing into Dade County in flight from Castro. At this rate, one resident in four will be Latin by 1975. We have learned though, that there were, prior to the Cuban revolution, numerous contacts with Cubans in South Florida. Exiles made several abortive attempts at returning to Cuba, but it now appears that they are a permanent part of the Miami scene. The U. S. Government aided our Spanish-speaking neighbors with federal assistance for school children, college loans, and the establishment of The Cuban Refugee Center. Today, success stories are part of local folklore -- in sports, in education, and in restoring pride in their own heritage and traditions, the exile has achieved a unique place in Gold Coast history.
	B. The student will contrast the civic, cultural, and citizenship effects of the Cuban influx.	1. View the TV tape, This Exile and This Stranger. Obtain the tape from Dade County Schools Media Dept., and video tape recorder, if needed, from your district office. Alternate AV resource Perhaps by the time this course is in use, other appropriate materials will be available; or other available resources might be investigated as a substitute. Discuss the following aspects of the AV presentation: a. What were the problems which the exiles themselves identified in the program? b. How have some refugees overcome these problems? c. Describe some civic contributions by the Cubans. d. Have many of them become citizens? Why, or Why not? (Or do many have intentions of becoming citizens?)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

e. Illustrate some cultural traditions which Cuban refugees have contributed to Miami?

Alternate Activity

From the references for this activity, as well as previous activities and work, have students identify some civic, cultural and citizenship contributions which Cubans have made to the United States, especially metropolitan and rural (do not forget the Cuban farmers in South Dade) Dade County.

2. Assign students to cut out and paste on separate sheets of paper, various newspaper and/or magazine (or other publication) clippings which show or hint at the "Cubanized" flavor and personality of Greater Miami. Tell students that newspaper, etc. photographs with captions are permissible.

Each "clipping" must be accompanied by either a three-sentence summary or editorial - type (written) description of the article's central theme. Encourage the class to, if possible, find local stories that illustrate Civic-Cultural-Citizenship effects of the impact of Latins in Dade County.

References

* "Ballet, Guitar, Art Work... They Add Depth To Our Culture," by Jean Wardlow, p. 40-G.
* "Churches, Temples Open Doors to Exiles," by Jo Werne, p. 38-G.
* "Dining In," by Jean Wardlow, p. 44-G.
* "Here Is a Calendar of Festive Dates," by Frank Soler, p. 25-G.

"Libraries and the Spanish-Speaking: Miami, Florida," by Helga Eason, pp. 700-703, Wilson Library Journal, March, 1970.

Look Magazine, April 6, 1971, (This special Florida issue includes more recipes; and a note on South Dade Cuban farmers who raise crops for these Latin dishes).

"Miami Hoy," by June Kronholz and Peggo Cromer, Tropic (The Miami Herald), March 21, 1971, pp. 18-29.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		* "Radio, TV, Newspapers -- They're Booming," by Frank Soler, p. 42-G. * "Ready for Some Cooking? Try These Latin Choices," p. 43-G. Others -- materials published since this study. * See The Miami Herald, June 18, 1971.
	C. The student will suggest how the Cubans have propped up the local sagging economy in the 1960's.	1. Have the class gather data from the telephone pages and other sources concerning Latin-owned businesses and industries in South Florida; divide students into as many small groups as seems advisable, to survey various commerical enterprises; among other categories, have them investigate: a. Hotels b. Banking c. Tobacco d. Tourism e. Bakeries f. Insurance g. Furniture h. Newspapers i. Restaurants j. Super markets k. Import-export l. Entertainment m. Cuban markets n. Stock brokers o. Sugar industry p. Radio stations q. Grocery stores r. Private schools s. Used car dealers t. Gasoline stations u. Publishing houses v. Financial investment w. Garment manufacturers x. Construction companies 2. Students should collect the following types of information, if possible, for each business activity: a. Name of business b. Its classification (hotels, bakeries, insurance, etc.) c. Address and telephone number d. Size of company e. Owner's name, etc. f. Important aspects of this particular business establishment g. Other significant data

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

3. Some student statisticians and others might be interested in (substituting this activity for number 1) examining other Latin economic influences:

   a. Which of these business activities are dominated by Cubans? (Identify per cent of domination?)
   b. What other types of work activities do Cubans influence, despite lack of Cuban ownership?
   c. Identify some other types of Latin-owned businesses?
   d. How many Cuban-owned companies are there in total?
   e. Are there any particular reasons why Cuban exiles own most of the businesses in any one category?
   f. Classify the companies in each category as either "small businessman," or "large company."
   g. Report on the Cuban millionaires.

Economic survey resources

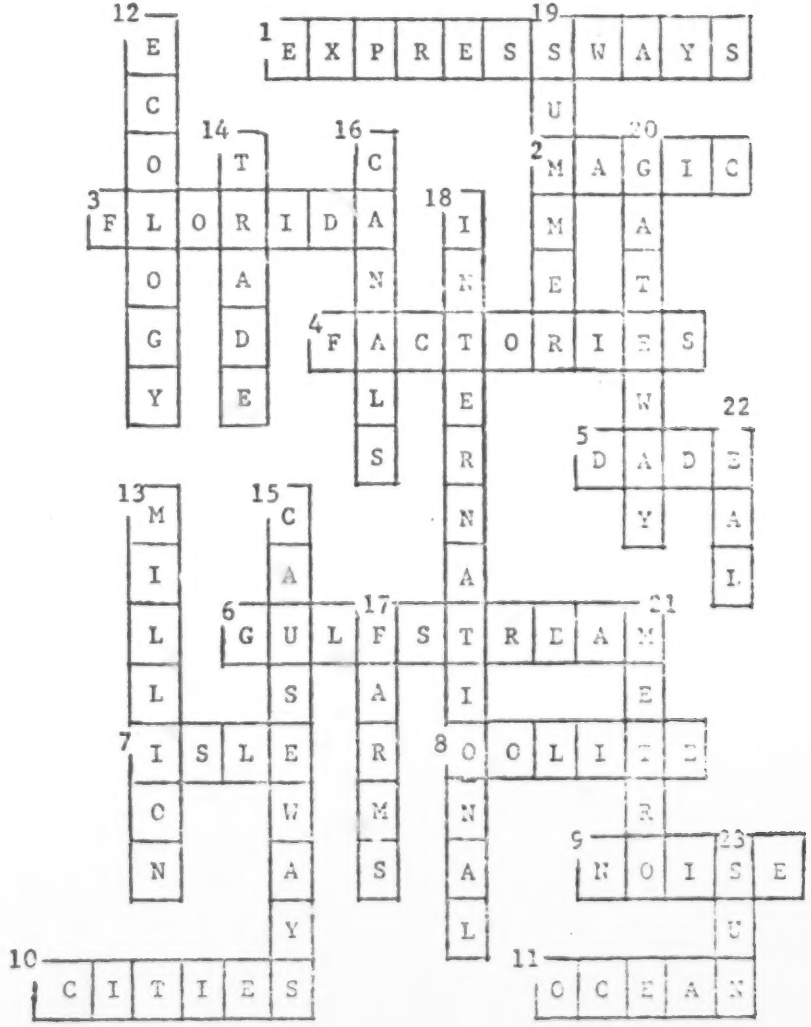
Bean Soup (Crawford), Chapter 10.
"Cubans Propped Up A Sagging Economy," by James Russell, pp. 29, 30-G (The Miami Herald, June 18, 1971).
Diaro las Americas, and other local Latin publications.
"Dining Out," by Jean Wardlow, p. 44-G (The Miami Herald, June 18, 1971).
Latin Chamber of Commerce, Dade County, Florida.
1970 Report: Latin Market, Dade County, Florida. (First Research Corp., Miami).
"Miami Catching Fire As Top Cigar Center," by Frank Soler, p. 6-D (The Miami Herald, August 25, 1968).
"Miami's Cubanos -- Castro's Greatest Export," by James Irons and Mike Baster, pp. 14-26 (Tropic, The Miami Herald, November 2, 1969).
"Numerous, Vocal -- and Prosperous," by Juanita Greene, p. 7-A, (The Miami Herald, July 13, 1971).
"Our Latin Accent," The Miami Herald, June 18, 1971.
Southern Bell, and other local telephone directories.
The Miami Herald, and other local newspapers.
WCIX - TV (Channel 6).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Others - There are many other types of sources; for example, a 472-page Latin telephone book is annually published, which lists most all Cuban businesses and individuals in Dade County. Also, utilize "personal" student inspection tours. 4. Discuss with the class from "Cubans Propped Up A Sagging Economy," (pp. 29 & 30-G, The Miami Herald, June 18, 1971); about how the Cubans injected new life into Dade's economy at a time when it sorely needed a boost: a. Identify the characteristics of the South Florida recession during the last decade. b. Review briefly what Cubans did to help it. c. Examine the individual Cuban's economic position in 1959-1961 compared to his situation today. d. What about the Cuban exile taxpayer? e. Consider the Cuban consumer's contribution. 5. Have students cite other examples of Cuban-owned businesses and economic contributions from the references.
	D. The student will analyze the business and residential "Cubanized" urban renewal that has recently occurred in Dade County.	1. Have students color an outline map of Dade County to show the population density of Cuban neighborhoods. Map References Psycho-Social Dynamics in Miami (Center for Advanced International Studies, University of Miami). "Rap on Any Door; Si's the Answer," by Juanita Green, p. 14-G (The Miami Herald, June 13, 1971). -- best source The Cuban Immigration (1959-1966) and Its Impact On Miami-Dade County, Florida (Research Institute for Cuba and the Caribbean, University of Miami). Ask students: "What sections of the county have the heaviest concentrations of Latins?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Read and discuss with the class the references cited for this activity. Consider evidence of urban renewal in: a. The business areas of Dade County. b. Its residential sections. <u>Further References</u> * "Even If They're Just Renting Now, Most Latins Aim At Home Ownership," by Eli Adams, p. 12-G. * "Miami's Changing Face," by Juanita Greene, p. 14-G. * "Rap on Any Door; Si's the Answer," by Juanita Greene, p. 14-G. * Other articles in "Our Latin Accent," p. 1-46-G. * See <u>The Miami Herald</u>, June 18, 1971.

ACHIEVING A WORKING BALANCE BETWEEN ITS CITIZENS, FACILITIES, AND ECOLOGICAL ENVIRONMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. THE MIAMI MELTING POT	A. The student will describe the environmental and social diversity of Dade County, Florida.	1. To review the South Florida environment, offer the following exercise:



FOCUS	OBJECTIVE	LEARNING ACTIVITIES

A DIVERSE ENVIRONMENT

In the "___(2)___ City," a ___(13)___ persons are working in offices, hotels, and ___(4)___; some are even employed in mining ___(8)___; most Miamiams drive to their jobs from Dade's twenty-seven ___(10)___ and towns on ___(1)___. Fewer people live in South ___(5)___; here many work on ___(17)___. All are governed by ___(21)___.

On balmy weekends large numbers visit Cape ___(3)___ and other beaches via ___(15)___ that connect nearly every off-shore ___(7)___ with the mainland.

___(14)___ winds carry the warmth of an ___(11)___ current, the ___(6)___, to the land in the winter; in summer, they bring coolness. The ___(23)___ shines almost every day. This fabulous climate lures millions of "Snowbirds," who fly here each ___(19)___ as well as each winter.

Today Cuban exiles are remaking the area into the "___(20)___ of the Americas."

But the ___(12)___ is threatened; ___(22) (abbr., major airline)___ 727's, among others, bombard schools and tourists alike with ___(9)___ -- one of several pollutants attacking us. Perhaps our new university, Florida ___(18)___, can help save our environment in South Florida?

No longer can we dump our sewage into the ___(16)___ ! So you see, our environment <u>is</u> diverse, as well as complex. Now let us take a look at Greater Miami's society, which is as diverse, if not more so.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss briefly further aspects of Miami's environmental diversity. 3. Discuss with the class about the different ethnic and other groups in Dade County: a. White Anglo Saxons b. Blacks c. Jews d. Cubans e. Puerto Ricans f. Other Latin Americans g. Indians h. Migrant laborers i. Tourists j. Others 4. Explain how these groups differ, or are alike: a. Citizenship status b. Own nationality c. Ancestor's origin d. Divisions within own group (Indians, different tribes; Blacks from U. S. and other countries) e. Church membership f. Type of employment, and place of employment g. Economic status (as low-income, etc.) h. Urban/rural residence i. Social class (as middle, lower class) j. Family characteristics k. Educational level l. Language, dialect, etc. m. Political affiliation n. Types of neighborhood or housing, etc. o. Other characteristics

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		References Billion-Dollar Sandbar (E. P. Dutton) Challenges in Our Changing Urban Society (Laidlaw) Our Citizens From the Caribbean (Webster, McGraw-Hill) The Miami Negroes, A Study in Depth (The Miami Herald, 1968) Others - consult Materials section.
	B. The student will discuss critically the Cuban Airlift.	1. Ask the class "Why have (as of June, 1971,) over 235,000 Cubans flown into U. S. exile aboard the Cuban Airlift?" (By 1964, two years before the Airlift started, more than 300,000 had previously left the island). Remind students that in Cuba: **a. Food shortages and rationing are common (people must often stand in line for a chance to buy food).** **b. Personal liberty and social well-being are unknown.** **c. Culture today is dreary and uninteresting.** **d. In 1956, there were fifty-eight daily newspapers; by 1961 there were only ten; today only "official" periodicals are allowed.** **e. Castro's tyranny has angered and disgusted people in many other ways, too.** **NOTE: The purpose of this activity is preparation for the field trip -- see the following activity, number 2.** References "Cuba in the 70's," by Al Burt, pp. 6-11, & 42 (Tropic - The Miami Herald, May 3, 1970). Cubans in Exile (Stanford University Press). Encyclopedia Americana Encyclopedia Britannica. In Latin Lands (Heath), pp. 238-246. Junior Scholastic, "Cuba: For Each Step Forward, Two Back?" (January 16, 1969, pp. 4-8). Also see other issues of Junior Scholastic, Senior Scholastic, [illegible], etc. in the "Files" section).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Our Citizens From the Caribbean (Webster, McGraw-Hill), p. 108.
World Book Encyclopedia.
Others -- articles on Cuba since this study; check the "Materials" "Materials" section; and investigate Reader's Guide for other articles on this topic.

Films

Castro, Fidel
Screen News Digest (Vol. 8, Issue 5). the Castro era, including refugee exodus.
Other AV resources -- other films; filmstrips; TV tapes; new acquisitions; etc.

2. Field trip: Have students observe one of the daily arrivals of the Cuban Airlifts. Contact Mr. Renfro, Cuban Refugee Center, at 350-3163, or 350-5951, to make the arrangements.

Upon returning from observations, discuss briefly with the class their reactions to witnessing an actual exile of the more-or-less involuntary type, and not just a Cuban, but any refugee's first step into freedom.

Supplement this discussion by reading to the students from the following:

"Cuban Airlift is Saved From Immediate Cutoff," by Pete Laine, pp. 1 & 3-B (The Miami Herald, July 17, 1971).
"Flight to Freedom: 80 New Faces a Day," by Don Bohning, p. 26-G (The Miami Herald, June 18, 1971).
"Many 'Resettled' Return to Miami," by Frank Soler, p. 4-D (The Miami Herald, June 14, 1970).
Others -- if possible, also cite data from other materials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have four students volunteer to debate in favor of the following issue and four students in opposition to it: Resolved: The United States Government should continue the Cuban Airlift indefinitely.
	C. The student will examine the Cuban exiles' political role.	1. Have students find out the Cuban refugee population growth for Dade County in one-year intervals beginning in 1960; from the information gathered, draw a graph and display it in the classroom; use as a source, "Cubans in Dade: 1 in 4 by 1975," by Juanita Greene, p. 2-G, The Miami Herald, June 18, 1971. This articles includes a chart, "Cuban Migration to the U. S. -- 1960 to 1970," from which the necessary data for the graph may be extracted; for best results, use the column that is entitled Cuban Refugees in Dade County. Upon completion of this activity, discuss the following questions questions: a. Which one-year period had the greatest growth in population? Why do you think this was so? b. Which one-year period had the second greatest growth? Why? c. Which one-year period had the least growth in population? Why do you think this was so? NOTE: Point out to the class the difference between the total (184,820) in the chart in Miss Greene's articles and other higher estimates which may have been mentioned either in her article, or elsewhere in this course of study; to account for this, remind students that some Dade County Cubans might not be included in the 184,820 figure because they: came to the U.S. via a third country, were already U. S. citizens who lived in Cuba (some of these are native Americans, others being Cuban-Americans -- even today there are about 2,000 "Americans" in

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Cuba who are experiencing some difficulty in coming to the U. S.), had been resettled but returned to Miami, were among the 85,000 Latin Americans (54 per cent of these Latins were Cubans!) who lived in Dade County in 1957, and for other similar reasons. If Juanita Greene's article is unavailable, the following sources of population data for the Cuban refugee might be adapted for use: A Report on Politics in Greater Miami, by Edward Sofen (Cambridge, Massachsuetts: Joint Center for Urban Studies of Harvard University and M.I.T., 1961). Perceptive Dade County survey by University of Miami (Florida) government professor which reveals figures on the number of Latins in Miami during the 1950's. Metropolitan Dade County. Miami Herald Library. Miami Public Library. New (October, 1971) Cuban census for Dade County. 1970 Report: Latin Market, Dade County, Florida. (First Research Corp., Miami). Psycho-Social Dynamics in Miami (Center for Advanced International Studies, University of Miami). Strategy Research Corp. of Miami. Others. 2. Read to the class the article, "Latins Could Master Voting Power at Polls," by Juanita Greene (p. 8-G, The Miami Herald, June 18, 1971). Discuss these Cuban political factors: a. Why is the Cuban voice in politics at the present time weak in South Florida? b. Will the Cuban minority probably form a "Bloc Vote" in the future in Dade County politics? c. If they bloc vote, might they be able to determine the outcome of a future Dade election?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

d. What has been their political record to date?
e. What about other Latins in Dade politics?

Further Teacher references

Challenges in Our Changing Urban Society (Laidlaw), Chapter 25, especially pp. 329-330.
Political Sociology of the Cuban Exile: 1959-1968 (1969 University of Miami Masters thesis by Laureano Batista -- on reference at University of Miami Library).
"They Gather, They Weep, They Move On," by Frank Soler, p. 27-G (The Miami Herald, June 13, 1971).
Others -- Investigate local election newspaper and other stories stories, for both past and current elections, as well as those occurring since this study; note that this activity will take on increasing importance with time.

3. Tell the students that irrespective of their ability to speak Spanish, etc., that they are going to imagine themselves as some of the more responsible and talented writers and editors for the Diario las Americas -- Miami's chief Latin paper; that they are going to write a series of very important editorials calling for the majority of the Dade County Cuban exiles to take a significantly larger and continued interest in local affairs, and that one way which this should be accomplished, is at the ballot box in city, county, state, federal, and other elections.

With the aid of a class set of language arts text, recall with students the methods and purposes of an editorial: review some actual editorials of interest in The Miami Herald, and/or other local papers -- have each member of the class bring in copies of newspaper editorial pages until a variety of interesting local and state topics are accumulated.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Have some of the better efforts, if possible, published in the school, and/or other newspapers. Also, read others in the class classroom as an illustration for the students of the Cuban's participation in local politics, their need to participate, etc. NOTE: In this activity it may be helpful to look ahead to the next section for ideas.
	D. The student will identify the urgency of achieving a working balance between the people, the facilities, and the environment in this future South Florida megopolis.	1. Discuss briefly the following urban problems in Southeast Florida: a. Earning a Living. b. Public Education c. Urban Culture and Recreation d. Drug Abuse, including Alcoholism e. Minority Groups and City Life f. Urban crime (Law and Order, too) g. Insurance and Welfare h. City Planning (Urban Sprawl "control") i. Urban Poverty j. The Competition for Land k. Geography of Our Cities l. Slums and the Urban Housing Crisis m. The Transportation Jam n. Poisoning the Environment: (1) Water Pollution (2) Noise Pollution (3) Air Pollution (4) Other types of pollution o. The Future of Our Cities References Challenges In Our Chaning Urban Society (Laidlow) Economics for Young Adults (W.H. Sadlier) Urban America - Problems and Promises (W.H. Sadlier)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Others - especially current newspaper and magazine stories; newer texts dealing with these topics; etc. 2. Ask students to write a composition about "achieving a working balance ...," solving our urban problems, thereby helping to make South Florida one of the most beautiful and most desirable places to live in the decades that lie ahead.

7: THE STUDENT WILL PREDICT HOW HIS OWN, AND OTHERS' INVOLVEMENT IN THIS STUDY MIGHT AFFECT THE FUTURE RELATIONSHIPS OF CUBAN AND OTHER SOCIAL UNITS IN DADE COUNTY, AND SUGGEST POTENTIAL MEANS OF BETTERING HUMAN RELATIONS ON A LOCAL LEVEL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FUTURE In this part, it e useful to refer ially to the prely completed secon Cuban culture--in Cuba, and in ca (see "cultural ibutions" in Part as well as other ons of the study.	A. The student will defend reasons why Miami is becoming a bilingual, international city -- a true "Gateway to Latin America."	1. Social scientists have identified four processes that can take place when two or more different cultural groups come into contact in the same geographic region; See: Tradition and Change In Four Societies (Holt, Rinehart, and Winston), pp. 11-12. Introduce these processes to the class: a. Amalgamation - The physical or biological blending of peoples through such measures as intermarriage into a single, new cultural group. b. Assimilation - A social process through which cultural differences between groups of people are gradually reduced or eliminated. c. Accommodation - A social process through which conflicting groups settle their differences while retaining their separate identities. d. Extermination - The process by which the members of one group kill all the members of another. NOTE: Also consider the term: e. Acculturation - A process of intercultural borrowing between diverse peoples resulting in new and blended patterns. References * "A Young Cuban's Odyssey Ends in the Mainstream," by Raul Ramirez, pp. 3 & 4-G (a good personal example of Cuban-American acculturation?) Attitude Toward Assimilation: Its Relationship to Dogmatism and Rigidity In the Cuban Refugee (University of Miami Masters thesis in sociology, by Carol Fineman, 1966) -- teacher's reference.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		* "Between Two Worlds," by Janet Chusmir, p. 15-G (Cuban-American acculturation is discussed; including illustrations of its developing in Miami, etc.). Encyclopedias. (among others, see acculturation in World Book). "Numerous, Vocal -- and Prosperous," by Juanita Greene, p. 7-A (The Miami Herald, July 13, 1971) -- helpful; also see the other four pertinent sotries on this page. Race and Class in Rural Brazil by Charles Wagley (New York: UNESCO, 1963). The Cuban Immigration (1959-1966) and Its Impact On Miami-Dade County, Florida. (Research Institute for Cuba and the Caribbean, Center for Advanced International Studies, University of Miami, 1967) -- includes sections on assimilation, and acculturation. * "The Cubans: Story of Progress, Problems," by Juanita Greene, p. 3 & 4-G. The Masters and the Slaves by Gilberto Freye (New York: Knopf) Also see Freye's other sociological studies. * "This Is Where Don Quixote Meets Babbitt," by John deGroot, p. 36-G. (A Cuban says, "This is Cubamericanan,...It is both Cuban and American...America that is Cubanisima.") Others - additional sociology texts and books, especially on Latin America; see your school librarian. * See The Miami Herald, June 18, 1971. 2. Ask the class if the Cubans in Miami are: a. Remaining essentially Cubans? b. Becoming mostly American? c. Changing into Cuban-Americans? d. Apply the terms in the introduction in activity 1 to the previous three questions. Discuss. e. What about the future -- more Cuban American? more American? or more Cuban culture in Miami?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the class construct a large Cuban-American mural. If possible, make it visible to the entire student body of your school. Teacher's mural-making hint In addition to making things for the mural in the classroom, and/or to save on class time, have students (after careful planning) do the time-consuming activities such as tedious coloring-painting, detail work, etc., at home, and then bring "semi-finished" parts of the mural back to class.
	B. The student will estimate how many exiles might return to Cuba if Castro falls.	1. Read to the class the article, "Phone Lines, Mail Link Exiles to Cuba," by Frank Soler, p. 25-G (The Miami Herald, June 18, 1971). Ask: "If there is so much communication between exiles in Miami and their Cuban friends and relatives in Cuba, then might there be a large number or Cubans who would return to Cuba if and when Castro is overthrown?" 2. Since some major changes in Cuba must occur before exiles could even consider returning, discuss the possibility of Castro being overthrown, and/or the U. S. and Cuba establishing some type of friendly relations (similar to Red China-U.S.'s proposed meeting of heads of state). Direct students to write an essay: "If Castro Falls, Few (or Many) Exiles Will Return." References Junior Scholastic (see "Materials" section for these, and other helpful school publications which each contain main articles on Cuba that would be useful). "Official: Little Reason To Alter Cuban Policy," p. 1-D (The Miami Herald, August 8, 1971). World Book Encyclopedia Yearbooks, 1970, 1971. There is a great deal of other material on this topic.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Ask the class to consider: As the Cubans have become such a permanent, successful part of life in South Florida; and if perhaps anti-Castro guerrillas overthrew the present Cuban government, took control of the island, and the "Cuban Situation" suddenly changed; then most of the Cubans in Miami would probably remain here? Why, or why not? Discuss. Consider briefly, too, the history of Cuban exile anti-Castro guerrilla activity. See if the class would be interested in making a survey to determine what per cent might return: visit Cuban-owned businesses on Flagler, or S. W. Eighth Street, and ask the owners-managers; conduct a telephone poll; question students in public schools with a high Latin enrollment; get a Latin private school to cooperate; survey other social studies classes in your own school; survey citizens in a shopping center; etc.
	C. The student will formulate hypotheses for -- the Cubans are Miami's Great Hope.	1. Read to the class the following two newspaper ads (The Miami Herald, June 18, 1971): a. The Inter National Bank of Miami, p. 22-G. b. Flagler Federal Savings and Loan Association, p. 38-G. NOTE: If possible, obtain a copy of Mr. William L. Pallot's address presented during Pan American Week (see the ad reference above; contact the bank to detemine if it's available). Discuss the question: Are the Cuban exiles really Miami's Great Hope? 2. For another viewpoint, judge Nixon Smiley's article, "No Cubans in Crowder, But a Yen ..." (The Miami Herald, June 18, 1971), p. 8-G.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Consider this comment by Mr. Smiley: The readjustment of the Cubans in Miami has not been painless, no less for the natives than for the Cubans. What about his penetrating summary? The Cubans are Miami's great hope. While the city's leaders are talking about plans for revitalizing the city, the Cubans are transforming Miami into what can be one of the most interesting and attractive international cities in the Western Hemisphere. All they need is a little help from their friends. Ask students: a. Is the author qualified to issue such statements? Why, or why not? Discuss. b. Are both of his comments agreeable to yours? Explain. c. Have the Americans really had as difficult an adjustment? d. What about the future of the Cubans in Miami, the future of the area, and every American's future? 3. Course Conclusion: For a possible summing-up, perhaps a practical approach might be to consider attitude change toward greater understanding of others' (or if Cuban, self) cultural background, in reference to the above questions and comments.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS: (None -- Consult alternate materials below).

II. ALTERNATE CLASSROOM MATERIALS:

A. Textual

** Alexander, Robert J. Latin America. New York: Scholastic Book Services, 1967. (A paperback introduction to the history, geography, cultures, and political and economic problems of the Latin American countries, with a good section on Cuba, pp. 132-138, which briefly covers Cuban history and relations with the U.S. from 1900 to 1959 and after, the Castro revolution, and Cuba under Castro; also contains other references to Cuba).

Copeland, Leeila S. and Dovell, J. E. La Florida -- Its Land and People. Austin, Texas: Steck-Vaughn Co., 1957. (A very good junior high school history textbook -- especially for discovery and exploration, and the Spanish periods).

* Dicker, David and others. Urban American -- Problems and Promises. New York: W. H. Sadlier, Inc., 1971. (Includes accompanying research and discovery workbook, Your City, with 192 pages of interesting and relevant activities; also includes Teacher's Guide for the text; the text covers a wide range of urban topics, including tensions among urban groups, social problems, the Mexican-Americans, the Puerto Ricans, and the future of our cities).

** Encyclopedia Britannica. (An excellent source for Cuban history, geography, and culture; the Castro regime; Spanish-Americans other than Cubans; etc.).

Fagan, Richard and others. Cubans in Exile. Stanford: Stanford University Press, 1968. (Disaffection and the revolution -- who the refugees are and why they left Cuba; covers the entire U. S. and touches slightly upon the Miami area).

* Golberg, Daniel. Challenges in Our Changing Urban Society. Riverforest, Illinois: Laidlaw-Doubleday, 1971. (Very useful, up-to-date all-purpose junior high school social studies textbook; includes Teacher's Manual; among other topics, includes references to Miami Beach, Inca and Aztec cultures, Brasilia and Buenos Aires, minority groups and city life -- including Mexican-Americans and Puerto Ricans, among others, although the only item about Cuba is a photo on page 272 showing 125 refugees arriving aboard a small fishing boat at Key West in 1965).

** Greene, Juanita. "Cubans in Miami: The Economics of Impact." The Miami Herald. p. 7-A, July 13, 1971. (A most relevant and current source, as of July, 1971, -- each story on this editorial - "Viewpoint" - page concerns the Cuban influx, and is written by the newspaper's Urban Affairs Writer, Miss Greene; other subjects dealt with include education, welfare, employment, and the exile community).

** Greene, Juanita. "Miami's Silent Majority." Tropic (The Miami Herald). pp. 16-22, April 18, 1971. (Excellent material -- one of the very few available sources on the life of South Florida's 30,000 Puerto Ricans).

** Kofoed, Jack. The Florida Story. New York: Doubleday, 1960. (One chapter entitled "Florida's Suburbs -- Havana, Nassau, and Jamaica" is especially good for impressions of the cosmopolitan life of Cuba's capital city before Castro).

* Linder, Bertram L. Economics for Young Adults. New York: W. H. Sadlier, Inc., 1971. (Excellent brief references on the migrants, Indians, Puerto Ricans, economic and social problems of city-urban areas, middle class living, different levels and changes in levels of living, the poor and their war on poverty, consumers, and Americans at work).

Muir, Helen. Miami, U.S.A. Coconut Grove, Florida: Hurricane House, 1963. (Best history of Dade County, although it only takes the story up through the early 1950's).

** Redford, Polly. Billion-Dollar Sandbar. New York: E. P. Dutton, 1970. ("A Biography of Miami Beach" -- an in-depth, up-to-date coverage, that has already won several awards, which has several references to the Cuban influx, among other Cuban items).

** Reese, Lisle M. Bean Soup. Jacksonville, Florida: Crawford, 1964. ("Florida with a Spanish Accent" -- a concise, well done sketch of Spanish influence since 1513; includes one good chapter, "Se Habla Espanol -- Miami, Tampa, and Key West," that should be read by every junior high school student in the state of Florida).

** Senior, Clarence. Our Citizens From the Caribbean. St. Louis: Webster Division, McGraw-Hill, 1965. (One of The Americans All series; stresses the Puerto Ricans, although one sizeable section deals with the life of the Cubans -- including a good brief history of Cuba, as well as the Cuban influx; available, among other places, in the Teachers Professional Library).

** Smith, Mike. South Florida Frontiers. Miami: Florida Power and Light Co., 1957. (Good text for South Florida history up to the book's copyright; good coverage on the earlier Spanish influence on the state, and has numerous references to pre-Castro Cuba).

** The Miami Herald. "Our Latin Accent." (Special 46 page section on the Cuban impact) pp. 1-46-G, June 18, 1970. (An indispensable resource almost for use in this study -- contains 46 articles on the life of the exile, their problems, successes etc. This may be purchased from The Miami Herald).

South American Handbook. (Published each year since 1926 by Tade and Travel Publications, Ltd., 14 Leadenhall Street, London -- typical of the type of material which reveals times both before and after the revolution, as well as Cuban history, glimpses of many different parts of the country, and items on geography, people, commerce, etc.).

** World Book Encyclopedia. (A good source for background information on the people, geography, and history of the island of Cuba).

* New Florida state-adopted textbooks for 1971-72.
** Of particular interest and use in this course of study.

NOTE: In addition, in order to update this study, one should continually be alerted for more material in the newspapers, magazines, periodical school publications, etc. Also, consult other library reference books, vertical files; history and geography textbooks about Latin American and especially Cuba; and check with your school librarian.

B. Television Tapes

Caribbean American - Part II. Dade County Schools Media Center. 1 TV tape, B&W. See p. 76, World Cultural Geography ITV Teacher Guide Supplement (Tele-lesson), and p. 284, World Geography Guide. (Latin American dictatorships: direct focus on Cuba, its history, and the rise of Castro.

The Spanish Culture TV Series. Dade County Media Resources Center, 1969, 8 TV tapes, color. (Deals with Spanish, not Cuban culture, but probably quite useful).

This Exile and This Stranger, WPBT, 1971. 60 min. B&W. (July 5, 1971, presentation which surveyed the "Plight of the Cuban exile" -- interesting program consisting mostly of interviews of refugees, showing their views on the problems, contributions, and future of the exile -- should be available from the Media Department on 1" tapes in the fall of 1971 -- teachers can obtain VTR's through their district office, if they are not available in their school, in order to use this pertinent audio-visual resource).

Pepito. WTVJ, 1961, 27-54 min. (The story of a representative Cuban child's initial adjustment to life in Miami -- may be available; arrangements must be made between the Media Dept. and Channel 4).

Pepito Revisited. WTVJ, 1965. 27-54 min. (An update of the first program, Pepito -- may be available).

NOTE: Some of these tapes might be transferred to film, thus assisting wider use. Also, the commerical stations, as well as WPBT, should continually be contacted for other "undiscovered" programs, and, in addition, those in production, or planned to be produced soon.

C. Selected Film Bibliography (Dade County School Audio-Visual Services)

America and the Americans, Pt. 1. New acquisition.
America and the Americans, Pt. 2.
America the Beautiful. U. S. Treas., 20 min. Color. (The American way of life ...)
American Anniversary. NAM, 15 min. B&W. (the life of a young immigrant to America).
American Time Capsule, An. New acquisition. Color. (A brief -- approx. 12 min. -- sketch of U. S. History, with an narration which consists entirely of mod-American Revolutionary drum beats).
Americans All. March of Time, 16 min. B&W. (A program for combatting prejudices).
America's Foundations of Liberty. Handel Film, 11 min. Color. (America's "Blocks of Freedom").
Brotherhood of Man. Brandon, 10 min. Color. (Deals with inter-group relations).
Caribbean Sky Cruise. EBEC, 10 min. Color.
Castro, Fidel. Wolper, 26 min. B&W. (His biography: The 1933 revolution, Batista Era, Castro's youth and imprisonment for armed attack on Moncada barracks, released - he begins another revolution - is vistorious - but institutes a communist dictatorship).
Central America: Changing Social Pattern. Arthur Barr, 15 min. Color.
Central America: Geography of the Americas. Cornet, 10 min. B&W and Color.
Changing City. New acquisition. Color. (Deals with urban problems).
Cuba. EBEC, 10 min. Color. (Its agriculture, important cities, and some points of interest).
Cuba: The Land and the People. Cornet, 10 min. B&W. (Modern Cuba -- to Castro -- its Spanish background, strategic position of the island, and its economic ties with the U. S.).
Exploring Old St. Augustine. Cornell University, 11 min. Color. (Spanish influences in the U. S.)
Florida: Gulf Coast Holiday. Beckley: EAL, 15 min. Color. (A tour of the area -- included is its historical background).
Frontier Florida. New acquisition.
Headlines of the Century. (Reel 1) TFC, 10 min. B&W. (A pictorial history of America, taken from newsreels of the period, 1897 to 1905 -- Reels 2, 3, 4, and 5 are also available for the periods, 1905 to 1910, 1910 to 1923, 1923 to 1928, and 1923 to 1932 -- Reel 1 should include something on the Spanish-American War; Reels 1, 2, 3, show "big stick" policy of U. S.).
Immigration. EBEC, 10 min. B&W.
Immigration in American History. Cornet, 11 min. Color.

Justice, Liberty and Law (Bill of Rights Series). New acquisition.
Land of Immigrants. Churchill, 16 min. Color.
Latin America: An Introduction. Cornet, 11 min. Color. (Includes the West Indies).
Latin America: Its Countries, Part 1. McGraw-Hill, 26 min. B&W.
Latin America: Its History, Economy, and Politics, Part 2. McGraw-Hill, 33 min. B&W.
Life and Times of Teddy Roosevelt, The. McGraw-Hill, 26 min. B&W. (CBS News Production).
My Brother. Concordia, 30 min. B&W. (discrimination).
News Cavalcade - 1963. United Press, 30 min. B&W. (Includes The Cuban Crisis).
Old Spain on the Caribbean. University of Michigan, 10 min. Color. ("Trinidad de Cuba" -- Spanish influence in this 17th century Cuban town).
Our Immigrant Heritage. McGraw-Hill, 32 min. Color. (An excellent film which definitely should be used in this course -- deals with the time period, 1607 to the coming of the Russian Jews in the 20th century).
Our Monroe Doctrine. Academy, 20 min. B&W.
Puerto Rico: Island in the Sun. UW, 18 min. Color. (Modern Puerto Rico).
Puerto Rico: Showcase of America. McGraw-Hill, 18 min. Color. (Very good coverage).
Puerto Rico. Davis, 15 min. Color.
Red, White and Blue, The. EBC, 27 min. Color. (NBC show changes in American patriotism).
Reflections. New acquisition. (Deals with human relations).
Saint Augustine: Our Oldest City. Imperial, 10 min. Color. (Spanish influence in the U.S.).
Screen News Digest (Vol. 5, Issue 4). Hearst Met, 24 min. B&W. (The Cuban Missile Crisis).
Screen News Digest (Vol. 5, Issue 8). Hearst Met, 20 min. B&W. (Part of this issue concerns ransom for Bay of Pigs prisoners, and the 1200 Cubans who left the island aboard the ship which brought in the supplies).
Screen News Digest (Vol. 6, Issue 9). Hearst Met. 20 min. B&W. (Castro shuts off the fresh water supply at the U.S. Naval base at Buantanamo Bay, Cuba; other topics are included).
Screen News Digest (Vol. 8, Issue 5). Hearst Met, 14 min. B&W. (A very good film -- all about Cuba since Castro, events in Cuba itself, as well as the refugee exodus to Florida).
Screen News Digest (Vol. 9, Issue 9). Hearst Met, 15 min. B&W. (Focuses on Latin America -- includes the Cuban Missile Crisis).
Seminole Indians. University of Minnesota, 10 min. Color. (One of several available good Indian films).
Slavery and Slave Resistence. New acquisition. (One of many new films on Black culture).
Spanish Colonial Family of the Southwest. Cornet, 14 min. Color. (Spanish influence in U.S.).
Spanish Conquest of the New World. Cornet, 10 min. Color. (Spanish culture).
Spanish Influences in the United States. Cornet, 10 min. B&W.
Spanish: Introducing the Language. Cornet, 11 min. B&W. (Gives, among other things, examples of Spanish words in the English language).
Uptown: A Portrait of the South Bronx. Beckley: EAL, 27 min. B&W. (A disadvantaged community; also included is the Puerto Rican influence).

U.S. Expansion: Florida. Cornet, 14 min. Color. (Covers both Spanish periods).
U.S. Expansion: Overseas. (1893 to 1917). Cornet, 14 min. Color. ("big stick": U.S.-Cuba ties).
U.S. Expansion: Texas and the Far Southwest. Cornet, 14 min. Color. (From Spanish exploration to the Mexican War, and later).
We Came to America. Shaw, 15 min. Color. (A good film which deals with immigrant contributions to the U. S., among other topics).
West Indies. EBEC, 11 min. B&W. (Animated maps are used).
West Indies: Geography of the Americas. Cornet, 10 min. B&W.
West Indies: Lands in Transition. Hoefler, 17 min. Color.
What Does Our Flag Mean? New acquisition.
What Liberty and Justice Means. New acquisition.
Where is Prejudice? Part 1. Indiana University, 30 min. B&W. (Discussions among a group of different racial and religious backgrounds).
Where is Prejudice? Part 2. (A continuation of Part 1; 30 min.).

NOTE: For a wider, more comprehensive selection:

a. Consult your Audio-visual representative in your school, or the Audio-Visual Services Dept., Lindsey Hopkins, for titles added since the last supplement to the Instructional Materials Catalog.
b. Research the following subject headings for further possibilities: Community Living, Democracy, Family, Government, Inter-Group Relations, Political Science, Social Studies, etc. (including tapes, slides, records, models, transparencies and misc.).
c. Utilize resources outside the school system (for a sample list, consult following page).
d. In addition, it is suggested that the films listed in this Materials Section be previewed prior to use.

D. Other Films

American History II, Lecture 8: The U. S. Adopts a Policy of Imperialism. Norwood, 30 min. Color, or B&W. ("big stick" policy of U. S. in Latin America, including Cuba). Norwood Films, 926 New Jersey Avenue, N. W., Washington, D. C. 20001.
Communist Blueprint for Conquest. Norwood, 33 min. B&W. (Shows how a Communist government -- as in Cuba -- works). Norwood Films, 926 New Jersey Avenue, N.W., Washington, D. C. 20001.
Cuba. AV-ED, 3 min. Color. AV-ED, 7934 Santa Monica Blvd., Hollywood, California 90046.
Good Neighbors. TCF, 11 min. B&W. (Cooperation in the Americas). The Twentieth Century Fund, 41 East 70 Street, New York, New York 10021.
Green Gold. International, 11 min. Color. (On bananas). International Film Bureau, 332 S. Michigan Avenue, Chicago, Illinois 60603.

Latin America - Neighbors to the South. United, 17 min. Color. United World Films, 221 Park Avenue South, New York, New York 10003.

Living Past, No. 3. Film Classics, 17 min. Color, or B&W. (U.S. imperialism). Films Classics Exchange, 1926 S. Vermont Avenue, Los Angles, California 90007.

Monroe Doctrine. Teaching Films, 16 min. Color. (Background for the Cuban Missile Crisis). Teaching Film Custodians, Inc., 25 West 43 Street, New York, New York 10036.

Problems of Peace in the Americas. Norwood, 20 min. B&W. (American interdependence). Norwood Films, 926 New Jersey Avenue, N.W., Washington, D. C. 20001.

Remember the Maine. United Artists, 10 min. B&W. (The Spanish-American War). United Artists Associated, Inc., 729 Seventh Avenue, New York, New York 10017.

Russian Communist Revolution. ADL, 29 min. B&W. (Could be substituted for Communist Blueprint for Conquest, above). Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Story of Sugar. EBF, 13 min. Color, or B&W. (Excellent for explaining to a large degree, the question of Cuba). Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois 60091.

Teddy, The Rough Rider. United Artists, 19 min. Color. (The Spanish-American War). United Artists Associated, Inc., 729 Seventh Avenue, New York, New York 10017.

United States in World Affairs: The Monroe Doctrine - Theory and Practice. EBF, 30 min. Color, or B&W. (U.S. imperialism, the Missile Crisis, etc.). Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois 60091.

Visit to Cuba. International, 12 min. Color. (Use this). International Film Bureau, 332 S. Michigan Avenue, Chicago, Illinoia 60603.

E. Filmstrips

Cuba - Caribbean Powder Keg. New York Times, 58 frames, B&W. (Illustrated Cuba's resent importance in world affairs). The New York Times Office of Educational Activities, 229 West 42 Street, New York, New York 10036.

For America's Sweet-Tooth. McGraw-Hill, 45 frames, Color. (Shows tropical plantation zone to which Cuba belongs, thus illustrating its important sugar industry). McGraw-Hill Text Films, 330 West 42 Street, New York, New York 10036.

Growth in National Power - The Pan American Union. Eye Gate, Color. (American interdependence). Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

I Live in the West Indies. (Children Around the Glove Series). Museum, 39 frames, B&W. (includes Cuba). Museum Extension Services, 80 West 40 Street, New York, New York 10018.

Island People of Middle America. SVE, 50 frames, Color. (Includes the island of Cuba). Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

People and Lands of the Caribbean and Central America. (Our Neighbors to the South Series). Elkins, 51 frames, F&W. (substitute for Island People of [illegible]). Herbert M. Elkins Company, 10031 Commerce Street, Box 488, Rujunga, California 91042.

Sugar Cane - The Main Industry. Dowling, 53 frames, B&W. (The Cuban economy!) Pat Dowling Pictures, 509 South Beverly Drive, Beverly Hills, California.

Teddy Roosevelt. Jam Handy, 41 frames, Color. (Spanish-American War era). Jam Handy Organization, 2821 East Grand Blvd., Detroit, Michigan 48211.

F. Other

Burt, Al. "Cuba in the 70's." Tropic (The Miami Herald). May 3, 1970, pp. 6-11, 42. (Excellent material).

Carson, Ruby Leach. "Miami: 1896 to 1900." Tequesta. No. 16, 1956, pp. 3-13. (Describes among other points, the effect of the Spanish-American War upon Miami).

Covington, James W. "A Petition from Some Latin-American Fishermen, 1838." Tequesta. No. 14, 1954, pp. 61-66. (Tells the story of Havana fishermen and Cuban fishing companies sending vessels to Florida, illustrating that local contact with the Spanish almost never ceased, from its discovery by the Spanish, down through the 1970's).

Dade County Public Schools. Cuban Refugee Reports. (Many editions - helpful for evaluating the impact of the Cuban influx upon the schools).

Dame, Hartley F. Latin America 1967. Washington, D. C.: Stryker-Post Publications, 1967. (A very helpful booklet available in the teacher's professional library vertical files -- pp. 24-26 deal with "The Socialist Republic of Cuba").

Dimond, Stanley E., and Pflieger, Elmer F. Civics for Citizens. Philadelphia: J.B. Lippincott, 1965. (Older Dade County Schools state-adopted social studies text -- pp. 286-288 deals with immigrants).

Eason, Helga. "Libraries and the Spanish-Speaking: Miami, Florida." Wilson Library Journal. March, 1970, pp. 760-763.

Fenton, Edwin, Editor. Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, Inc., 1968. (The four countries are: South Africa, Brazil, India, and China -- gives examples of the four processes occurring when two different cultural groups meet -- a social studies text used in Dade County).

Florida State Department of Health. "Health Aspects of the Cuban Refugee Problem." Florida Health Notes. Vol. 53, No. 7, September, 1961. (pertinent for early impact on health facilities).

George, Hunter. "Crime Rate Shows Upward Trend in Little Havana." The Miami Herald. July 1, 1971, p. 9-E.

Hartley, William H. and Vincent, William S. American Civics. New York: Harcourt Brace, 1967. (Presently in use -- 1971-72 -- in social studies classes in Dade County Public Schools; has good references for immigration, the Cuban Missile Crisis, and a brief item on the Cuban refugees -- America's most recent immigrants).

Irons, James, and Baxter, Mike. "Miami's Cubanos -- Castro's Greatest Export." Tropic (The Miami Herald). November 2, 1969, pp. 14-26. (A significant report).

Junior Scholastic. "Castro and Cuba." April 28, 1967, pp. 6-9.

Junior Scholastic. "Cuba -- Communism in the Caribbean." November 18, 1965, pp. 6-12.

Junior Scholastic. "Cuba -- Communist Captive in the Caribbean." September 13, 1963, pp. 11-15.

Junior Scholastic. "Cuba -- For Each Step Forward, Two Back?" January 10, 1969, pp. 4-8.

Junior Scholastic. "Cuba: The Near and the Distant Isle." December 7, 1970, pp. 8-11.

Kronholz, June, and Cromer, Peggo. "Miami Hoy." Tropic (The Miami Herald). March 21, 1971, pp. 18-29. (The rejuvenation of Miami's night life by Cuban exiles -- there is a companion story, "Habana Ayer," by Jack Kofoed, which discusses entertainment in Cuba, before Castro).

Laine, Pete. "Cuban Airlift Is Saved From Immediate Cutoff." The Miami Herald. July 17, 1971, pp. 1 & 3-B. (A significant development in the Cuban influx).

Look Magazine. April 6, 1971. (A special issue about Florida life and the impact of Disneyland -- included are some Cuban recipes, and a note on Cuban farmers in South Dade).

McNicoll, Robert E. "The Calusa Village Tequesta: A Miami of the Sixteenth Century." Tequesta. No. 1, 1964, pp. 11-20. (Scholarly articles on early Spanish influence in Miami).

New York Times. "The Cuban Revolution is Ten Years Old." July 6, 1969.

Pan American World Airways. New Horizons World Guide. (The 1960-61 -- the ninth -- edition of this publication gives a good glimpse of what life was like in pre-Castro Cuba for the tourist).

Pan American Union. Introduction to the Latin American Republicas. (This 1968 publication, located in the vertical files, teacher's professional library, includes a brief two page resume of Cuban geography, culture, history, and economy).

Senior Scholastic. "The Other Cuba -- Cuban Exiles in the U.S." May 13, 1966, pp. 11-13. (A pertinent story which includes references to Miami).

Tebeau, Charlton W. A History of Florida. Coral Gables: University of Miami Press, 1971. (Has material on early, as well as other Spanish influence in the Sunshine State).

The Miami Herald, The Miami News, and other daily and weekly Miami area newspapers. (Must be used for continual updating of this course -- classroom sets may be obtained through your school -- The Miami Herald has its own library -- old copies, to a certain date, may be obtained -- older copies also available on microfilm).

Webb, K. E., and others. Anglo-America Latin America. New York: Sadlier, 1969. (A textbook).

World Week. "Castro's Cuba: Menace in Our Midst." March 25, 1966, pp. 6-15. (Cuban history).

World Week. "Castro's Cuba: The Paralyzed Revolution." March 21, 1968, pp. 3-13. (Six articles).

World Week. "Castro Si, Prosperity No." September 13, 1963, pp. 15-25.

World Week. "Crosscurrents in the Caribbean." May 2, 1962, pp. 11-19.

World Week. "Ninety Miles to Exile." March 3, 1967, pp. 4-20. (One of several articles -- this one deals with the Cuban refugees -- in this Cuban Background Unit).

III. TEACHER REFERENCES:

A. Textual

Anderson-Imbert, Enrique. Spanish-American Literature: A History. Detroit, 1963. (For culture).

Arce, Manuel P. Influence of Cubans in the Central Florida Sugar Industry. Coral Gables, 1962. (University of Miami Master's Thesis).

Batista, Laureano S. Political Sociology of the Cuban Exile: 1959-1968. Coral Gables, 1969. (University of Miami Master's Thesis).

Beals, Carleton. The Crime of Cuba. Philadelphia: Lippincott, 1933.

Caldwell, John C. Let's Visit the West Indies. New York: Day, 1963. (A book pupils might read for book reviews, and one which teachers might like to see in their school library).

Center for Advanced International Studies, University of Miami. Psycho-Social Dynamics in Miami. Coral Gables, Florida: University of Miami, 1969. (A voluminous, scholarly, and comprehensive profile of the Cuban community, in addition to the Black population, compiled for the U.S. Department of Housing and Urban Development; available on reference at the University of Miami Library, among other locations).

Chapman, Charles E. A History of the Cuban Republic. New York, 1971. (This book offers a detailed political history to the Machado period -- anecodotal, opinionated, patronizing toward Cuba, but indispensable).

Dollero, Adolfo. Cuban Culture. Havana, 1916. (Available in University of Miami Library Reference Department).

Eberle, Irmengarde. Basketful: The Story of Our Foods. New York: Crowell, 1946. (A good source of enrichment on Cuban history which shows the development and importance of the - cultural - tropical plantation zone, to which Cuba belongs due to its sugar; another book that students might read for book reviews, and which teachers would probably wish their school library possessed as it is a multi-purpose social studies publication).

Encyclopedia Americana. (particularily useful for brief surveys of Cuba, well-outlined ...).

Fagg, John Edwin. Cuba, Haiti, and the Dominican Republic. Englewood Cliffs, New Jersey: Prentice-Hall, 1965. (Available in Dade's Teachers Professional library; the first section of 111 pages gives a good brief resume of Cuban history from the coming of the Spanish through Castro; annotated bibliography).

Ferster, Lucian E. Cultural and Economic Mediation Among Spanish-Speaking Migrant Farm Laborers in Dade County. Coral Gables, 1970. (A Master's thesis -- on reference in the University of Miami Library).

Fineman, Carol. Attitude Toward Assimilation: Its Relationship to Dogmatism and Rigidity In The Cuban Refugee. Coral Gables, 1966. (A Master's thesis in sociology at University of Miami).

First Research Corporation. 1970 Report: Latin Market, Dade County, Florida. Miami, Florida, 1970. (Includes the Cuban community -- deals with economics, business, commercial, demographic data, etc.).

Fitzgibbon, Russell H. Cuba and the United States, 1900 - 1935. Menasha, Wisconsin: Banta, 1935. (A solid and sound story of Cuba -- to 1935).

Grebler, Leo, and Moore, Joan W., and Guzman, Ralph. The Mexican-American People - The Nation's Second Largest Minority. New York: The Free Press, 1970. (A comprehensive and scholarly treatment of the subject -- gives perspective to "Cuban History and Culture" -- shows importance nationwide of Spanish-speaking American citizens and residents).

Guerra y Sanchez, Ramiro. Sugar and Society in the Caribbean. (Translation of original Spanish title). New Haven, Connecticut, 1964. (Sugar's role in the Caribbean socio-economic dilemma, including Cuba).

Hughes, Langston. The First Book of the West Indies. New York: Watts, 1956. (Another book with a section on Cuba which students might be interested in reporting about, or teacher may wish to obtain for use in their classroom during the course, "Cuban History and Culture").

Jenks, Leland H. Our Cuban Colony, A Study in Sugar. New York: Vanguard Press, 1928. (A useful reference for the role of sugar in Cuba despite its dated nature -- since it is acknowledged that nothing has been published on this topic during this century of any note).

Le Riverend, Julio. Economic History of Cuba. Havana: Editora del Consejo Naccional de Universidades, 1967. (A good book on this topic -- this is an English translation).

MacGaffey, Wyatt, and Barnett, Clifford. Cuba: Its People, Its Society, Its Culture. New Haven, 1962. (Now available in paperback. Anchor Books -- a well-written and thoughtful treatment -- its paperback title is Twentieth Century Cuba).

Matthews, Herbert L. Cuba. New York: MacMillan, 1964. (Another book students can report on).

Matthews, Herbert L. (ed.) The United States and Latin America. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

Nelson, Lowry. Rural Cuba. Minneapolis, 1950. (Except for this, and Twentieth Century Cuba, there is little else of value written about Cuba's social history).

Plank, John. (ed). Cuba and the United States. Washington, D. C.: The Brookings Institution, 1967. (Various articles on Cuba's new international significance since the rise of Castro -- available in the Dade teachers professional library).

Preston, Ralph C., and Tottle, John. In Latin American Lands. Lexington, Massachusetts, 1969. (Excellent new secondary textbook which every quinmester school in Dade County Schools should obtain as it is useful for the study of Cuba as well as everything else in Latin America that is related to Cuba: geographic, historical, economic, social, and many other relationships).

Ruiz, Ramon Eduardo. Cuba - The Making of a Revolution. Northampton: University of Massachusetts Press, 1968. (An excellent book for understanding the problem of Cuba).

Seers, Dudley. (ed.) Cuba - The Economic and Social Revolution. Chapel Hill: University of North Carolina Press, 1964. (Another good book).

Smith, Robert F. Background to Revolution - The Development of Modern Cuba. New York: Knopf, 1966. (A good book of 25 pertinent articles -- many written by some of the better known writers of Cuban history, etc. -- edited by one of the better authors of books about Latin America; many of the writers of the articles in this book have been cited in the Materials Section for this course of study).

Smith, Robert F. The United States and Cuba. New Haven, 1960. (A useful and detailed study of business and diplomacy from 1917 to 1960, critical of Americans).

Suarez, Andres. Cuba: Castroism and Communism 1959-1966. Cambridge, Massachusetts: The M.I.T. Press, 1967. (Available in the teachers professional library).

Suchlicki, Jaime. University Students and Revolution in Cuba. University of Miami Press. (A significant study).

Szulc, Tad, and Meyer, Karl. The Cuban Invasion: The Chronicle of a Disaster. New York, 1962. (A well-informed study of the Bay of Pigs fiasco).

The Americana Annual: 1968. (An example of the usefulness of all encyclopedia yearbooks).

The Research Institute for Cuba and the Caribbean, Center for Advanced International Studies, University of Miami. The Cuban Immigration (1959-1966) and Its Impact on Miami-Dade County, Florida. Coral Gables, Florida: University of Miami, 1967. (A large, scholarly and very

valuable work for this course compiled for the U. S. Department of Health, Education, and Welfare -- available in the reference department, among other places, in the university's library).

The Seymour Samet Human Relations Collections. (In the teachers professional library).

Thomas, Hugh. Cuba. New York: Harper & Row, 1971. (On reference at the University of Miami -- this 1696 page study evidently covers everything -- the index is 95 pages in length! Among its 116 chapters, those in Book X are helpful: class structure, Black Cuba, education, Church, sugar -- also sections on Spanish-American War and appendix on the Cuban Indians are good).

West Indies and Caribbean Yearbook, 1970. London: Thomas Skinner and Sons, 1970, 979 pp. (41st publication - tells briefly about today's Cuba).

Worldmark Encyclopedia of the Nations. (Volume on the Americans) New York: Harper, 1965. (Especially good on Cuba's history, highlighting its struggle for independence and the part which the U. S. played).

Wright, Irene A. The Early History of Cuba, 1492-1586. New York, 1916. (Excellent).

B. Community Resources

Bilingual Education Department, Dade County Schools.
City of Miami, Florida (45% Spanish).
Community Relations Board, Metropolitan Dade County.
Coral Way Elementary, and other bilingual public schools.
Cuban-owned and operated businesses, etc.
Dr. Molina, Continuing Education, University of Miami.
Federal (U.S.) programs and facilities.
Greater Miami Urban Coalition.
Guest speakers (probably quite useful in this course of study).
Hialeah (this community has a heavy concentration of Latins).
INTERAMA.
Latin Chamber of Commerce of Miami.
Miami-Dade Junior College, and other local colleges and universities.
Miami Herald library (an example of "other" libraries).
Miami Public Library (It has special Cuban programs).
Miami Senior High School Adult Education Center (in the heart of "Little Havana").
"Operation Amigo" (Initiated by the Miami Herald).

"Pan American Week" (and other "weeks").
Private schools (Belen Jesuit Prep School is one of many).
"Sister Cities" (i.e., Coral Gables and Cartagena, Colombia, South America).
Southern Florida Historical Society and Museum (Spanish influence in South Florida before 1900).
Television channels 6 and 23.

NOTE: This is probably a mere sampling of all existing local possibilities.

C. Other

Billard, Jules B., and others. "Guantanamo: Keystone in the Caribbean." National Geographic. March, 1961, pp. 420-436. (Check National Geographic index for other articles).

Blum, Ernest. "Exiled Talent Flourishes Here." The New York Times. August 6, 1963.

Egerton, John. Cubans in Miami: A Third Dimension in Racial and Cultural Relations. Nashville: Tenn.: Race Relations Center, 1969. (A booklet available at the Miami Public Library Reference Dept. -- Florida Room vertical files).

Fagan, Richard R., and Brody, Richard A. "Cubans in Exile, A Demographic Analysis." Social Problems. Vol. 11, No. 4, Spring, 1964, pp. 389-401.

Frankel, Max. "Plight of Cubans in Miami Growing." The New York Times. November 16, 1960.

Jacobs, Sam. "U.S. Asked to Probe Its Dade Programs." The Miami Herald. June 25, 1970, p. 1-C. (Hiked Cuban relief irks Black group).

Junior Scholastic Teaching Guide. "Major Areas of Spanish-American Population." May 10, 1971, p. 2. (Transparency map revealing number of Cubans in New York City, Philadelphia, New Orleans, Miami and Puerto Rico -- also shows Puerto Ricans, and Mexican-Americans).

Mathews, Herbert L. "Republic With No Citizens." The New York Times Magazine. May 18, 1952. (This writer interviewed Castro in the Sierra Maestra after he had landed in 1957 with a small invasion force, thus revealing to the World that he was alive, and helping establish him as a daring, advanturesome revolutionary -- greatly aiding his cause).

Meriwether, Heath. "Schools Slight Spanish in Bilingual Programs." The Miami Herald. July 19, 1971, p. 1-B.

Nauton, Ena. "Cuban Clinics Flourish With Prepaid Coverage." The Miami Herald. July 26, 1970, p. 1-B.

Ponce, Juan. "Cuban Exiles Progressing in Puerto Rico." The New York Post. September 19, 1962.

Roadhouse, Harvey. "Cubanos que triunfan." Selecciones del Reader's Digest (Spanish edition). Marzo de 1971, pp. 22-26. (A brief resume of business success stories -- contributions of Cubans in Miami and elsewhere; although in Spanish, March, 1971, issue, this article is one of significance which definitely should be used if possible).

Rockway Junior High School Social Studies Department. Our Local Environment: Metropolitan Miami and Dade County. Miami: Dade County Public Schools, 1965. (A helpful booklet-packet for student's use with data, among other local topics, on the Cubans -- for an update, see the most recent, as of 1971, Basic Education Civics-Language Arts Guide).

Soler, Frank. "At 71, Refugee M.D. Earns License." The Miami Herald. December 13, 1970, p. 21-E.

Soler, Frank. "Many 'Resettled' Return to Miami." The Miami Herald. June 14, 1970, p. 4-D. (A key article, in regard to the population picture locally).

Soler, Frank. "Miami's Little Havana." The Miami Herald. March 7, 1969, pp. 1 & 10-E. (One of five significant stories of Cuban life and contributions -- in this special section).

Soler, Frank. "Miami Catching Fire As Top Cigar Center." The Miami Herald. August 25, 1968, p. 6-D. (Good example of one economic contribution by Cubans to the local area).

Thomas, John F. "Cuban Refugee Program." Welfare in Review. Vol. 1, No. 3, September, 1963, pp. 1-20.

Thomas, John F. "Cubans are Trained as Social Workers." Better Times. December 7, 1962, pp. 3-4.

Thomas, John F. "Postwar Miami: Mahoney Fights the Syndicate." The Miami News. (Diamond Anniverary Commemorative Edition). May 14, 1971, pp. 52-63. (Part of this long article deals with the Cuban influx, especially its early days).

Thomas, John F. "42,000 from Cuba Make Their Homes Here." The New York Times. April 15, 1963.

Whited, Charles. "The Cuban Side of the Dispute." The Miami Herald. July 18, 1971, p. 1-C. (The Miami Herald columnist airs views from both sides in the refugee airlift and welfare debate).

Wilson, Beverly. "They're Giving Miami Culture a Latin Flavor." The Miami Herald. January 14, 1968, p. 16-E. (Cuban culture in Miami, or Cuban-American culture).

Werne, Jo. "Thanksgiving With Black Beans and Rice" The Miami Herald. November 25, 1970, p. 1-D. (More Cuban-American culture).

NOTE: Further research will reveal untold other such material, especially articles written since the date of this study. Consult sources cited within this course of study; New York Times Index, Reader's Guide, etc. (Note that the Miami Herald does not have an index, although by telephoning its library, the dates for some articles can be obtained -- for other stories, careful search, page by page, on microfilm, will turn up a host of additional material).

IV. SUPPLEMENTAL PUPIL RESOURCES:

A. Newspapers

Diario las Americas
The Miami Herald
The Miami News
The Voice
The Miami Beach Sun
The Miami Times
School, college papers, etc.
Other daily and weekly newspapers.
Other newspapers.

B. Magazines and Journals

Inter Action (Published by the Division of Continuing Education and the Department of Urban Affairs at the University of Miami).
Miamiam (The official magazine of the Greater Miami Chamber of Commerce).
Tequesta (The annual journal of the Historical Association of Southern Florida).

NOTE: Some examples of useful local publications. Such sources are almost endless.

C. Media Resources

Other possible sources of materials: New acquisitions of Dade County Audio-Visual Services and Media Department (ITV tapes, etc.) -- public and other libraries -- airlines and other transportation companies -- Miami-Metro News Bureau and other such agencies in the local area -- companies such as Florida Power and Light -- documentary and other local TV tapes -- other professional commercial film and filmstrip suppliers in the U. S. -- colleges and universities -- locally-produced commerical materials, etc.

D. Places To Visit/Things To Do

Attend the annual "Round the World Fair" at the Museum of Science, late each winter.
Make a film and tape recording of some group activity in the course and present to other classes.
Observe arrival of Cuban Refugee Freedom Flights (Call Mr. Renfro, 350-3163, Refugee Center).
Plan your own field trip (South Dade Cuban farm, official Coral Gables tour, Refugee Center, etc.).
Review a book in Spanish about Cuba and report to the class (Give the report in English).
Social Studies Fair (Annual Dade Schools activity -- enter a project based on this course).
Think of other places to visit, or things to do.
Visit one of the following: a school with Cuban students, Channel 6, welfare office.
Write to students (pen pal activity) or classes in other Dade Schools or elsewhere in the U.S. in order to build better understanding and human relations for the future with other ethnic groups in the South Florida area, and in the whole United States of America, and even the the world maybe.
Write (contact) the Miami O's minor league baseball team for history of Miami's participation with Havana Sugar Kings in the then International AAA league; also Miami Herald sports department can help.